

Childminder report

Inspection date: 7 May 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this welcoming, home-from-home environment. They develop strong bonds with the childminder, who is kind and caring. The childminder has high expectations of the children she cares for. She builds a curriculum around what children know and can do. She uses this knowledge to keep the curriculum accessible and fun. For example, children recall their knowledge from previous learning when they grew runner beans in the garden. They talk about 'magic' beans from a familiar story. Children enjoy engaging in imaginative role play for long periods. They place dolls in toy pushchairs and pretend to take them for a walk. The childminder asks the children if their babies would like a story. This supports children's early literacy skills and imagination. Children of all ages make good progress in their learning and are well prepared for the next stage of their education.

Children's behaviour is very good. They have a clear understanding of why behaviour rules are in place and respond positively to requests. For example, during free play, the childminder gently reminds children about the rules. She allows children time to think and respond to help them understand how their behaviour has an impact on others. Children are learning how to manage their own feelings and behaviour well.

What does the early years setting do well and what does it need to do better?

- The childminder encourages children to develop a love of books. She encourages children to recall favourite stories from familiar books and engages them in frequent conversations and discussions. She repeats words back to children, modelling the correct pronunciation. This helps to develop children's literacy.
- Children use a wide range of mathematical language and concepts in their play. They use words such as 'big', 'small', 'tall' and 'more'. The children count objects and recognise numbers in the environment. For example, they count the beans they are going to plant. They make links to the story of 'Jack and the Beanstalk' and wonder how tall their beans will grow. This means children develop the mathematical skills and understanding they need for later learning.
- The childminder supports children's health. She provides children with healthy meals and snacks and reminds children about the benefits of exercise. For example, children have fun as they balance on the beams in the garden. This means children's physical strength is well supported.
- The childminder encourages children to take pride in their achievements. She uses positive language with them, telling them their ideas are amazing. Children are confident to speak in front of others. However, sometimes, more confident children dominate conversations, which does not allow quieter children to share their ideas or choices. On these occasions, quieter children do not participate

fully in activities to further encourage their social skills.

- Children enjoy spending time with the childminder's pet dog. The childminder teaches them how to approach dogs safely and to be respectful of them. This helps children learn how to take care of other living things and understand how to keep themselves safe.
- The childminder provides children with a well-resourced environment. However, some resources are not easily accessible to children. For instance, they are out of reach on high shelves or placed in areas not accessible in the garden. This means that children cannot always choose what they want to play with and lead their own play.
- The childminder communicates effectively with parents and carers to share children's achievements. They say their children have 'thrived in her care', and they value the communication they receive, including daily updates. This demonstrates the effectiveness of the childminder's partnerships with parents, which benefits children.
- Transitions are well supported. The childminder has formed positive links with other local settings. This helps children who also attend another setting and supports the transition to nursery or school.
- The childminder is committed to her professional development. She attends training and engages actively with the local authority. She uses parent and child questionnaires, as well as self-evaluation, to review and monitor the quality of her provision. This develops her practice and improves outcomes for all children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- support less confident children to share their ideas with others to further develop their social skills
- improve the accessibility of some resources, so children have more opportunities to self-select and lead their own play.

Setting details

Unique reference number	EY369525
Local authority	Redcar and Cleveland
Inspection number	10392762
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 12
Total number of places	12
Number of children on roll	16
Date of previous inspection	3 October 2019

Information about this early years setting

The childminder registered in 2008 and lives in Marske-by-the-Sea, Cleveland. She operates Tuesdays to Thursdays all year round from 7.30am to 5.30pm, and Fridays 7.30am to 8.45am, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She holds an appropriate childcare qualification at level 3. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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