

Childminder report

Inspection date: 5 April 2024

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 are happy and settled in the childminder's warm and welcoming environment. The childminder's caring and nurturing manner is reflected in the confidence and contentment children show. For example, the childminder automatically recognises when babies are tired. She picks them up and cuddles them closely, using a soft and comforting tone of voice until babies fall asleep. This develops children's emotional well-being and helps them to feel safe and secure in the childminder's care.

Children explore the environment with ease. They decide on the resources to use and design their own play. Younger children find soft toys and begin a game of peek-a-boo. They happily invite visitors to the childminder's home to engage in this play, sharing resources and taking turns.

The childminder monitors children's progress and knows where they are in their development. She plans activities to help children to develop the skills they need to learn next. For example, as children play with sand and water, the childminder encourages them to squeeze the wet sand in their fingers. This helps to strengthen children's finger muscles and enhance control of their movements. Overall, children across all ages behave very well. When the childminder needs to remind children about having kind hands, children take notice and review their behaviour accordingly.

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

- The childminder is a skilled storyteller and she readily reads the books that children bring to her. She gives children time to listen and comment on the pictures. The childminder uses a range of different voices, which further engage children in the story. Younger children confidently sit with their favourite books, reading the stories to themselves. This helps to develop children's concentration skills and foster their love of books.
- Support for children with special educational needs and/or disabilities is a key feature of the childminder's provision. The childminder works closely with parents and other professionals to enable children to receive the relevant help at the right time. This enables all children to make the best possible progress in their learning.
- The childminder places a high priority on developing children's communication and language skills. She knows to get down to children's level, speak slowly and clearly, and use the correct pronunciation. The childminder helps to extend children's vocabulary as she links words to movements and resources as they play together.
- Children benefit from the many varied opportunities they have to go out and

about in the local community. Children see different people and visit a wide range of places. For example, the childminder takes children to local parks, play areas and shops. This encourages children to build relationships with people outside of the childminder's home.

- The childminder teaches children how to keep themselves safe. For example, children know to sit down when eating and drinking, and to cut their fruit into small pieces to prevent choking. The childminder holds babies closely as they drink their milk.
- Parents are very approving of the service the childminder provides. They speak highly of the care and commitment that the childminder provides to support their children's development. Parents are complimentary of the wide range of experiences that the childminder provides for their children.
- The childminder ensures that all mandatory training and insurances are in place and up to date. She accesses further training through the local authority and independently. The childminder uses this training to reflect on her practice and to make changes to benefit the learning and development of children. For example, the childminder has reduced the number of resources she makes available to children. She says this has encouraged children to become more focused and spend longer at their play.
- Children are very independent and show a determination to manage their own self-care needs. They know to wash their hands before eating and after being outdoors. Children choose from a variety of fruit at snack time and younger children independently pour their own water. However, the childminder does not extend children's learning further. For example, she does not encourage children to talk about why they need to eat a healthy diet and which foods can help this.
- The childminder does not consistently use opportunities that arise through play and routines to further develop children's mathematical understanding of numbers and counting.

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:

- develop children's understanding of self-care skills even further to ensure that they have a good knowledge of why and how they can keep themselves healthy
- use all opportunities as they arise during children's play and routines to further develop their understanding of numbers and counting.

Setting details

Unique reference number	EY370758
Local authority	Stockton-on-Tees
Inspection number	10335324
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	1 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 June 2018

Information about this early years setting

The childminder registered in 2008 and lives in Stockton-on-Tees. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- A joint observation of an activity was carried out with the childminder.
- The inspector observed activities during the inspection and assessed the impact on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.
- The written views of parents were taken into account during the inspection

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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