

Childminder report

Inspection date: 12 February 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

The childminder provides a safe, stimulating environment for children to grow and develop. Children have strong bonds with her, and she knows how to meet their needs effectively. The childminder provides activities for children and prepares the environment for them to learn independently. For example, children know where everything is and choose the resources themselves. The childminder supports children by teaching them new concepts and extending their learning as they play. Children show enjoyment as they use the scissors to cut their dough into pieces. They are keen to join in with matching games and play imaginatively with cars.

The childminder continued to provide care for children whose families were key workers during the pandemic. This has had a positive impact on children's learning and minimised the impact on their development. The childminder regularly takes children into the community on trips and walks. For instance, they use the local library, park and attend groups with other childminders. This helps children to learn about the world around them and develop good social skills. Partnerships with parents and families are positive and effective. The childminder consistently shares updates with them about their children's learning and provides them with information from her training, such as toothbrushing and healthy eating.

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

- The childminder provides an individual curriculum for each child. She gathers information about their starting points and ongoing learning from parents. This helps her to plan activities which help children to build on their learning and make good progress. She is skilled in adjusting her teaching, so children receive the right levels of support and challenge.
- The childminder focuses on supporting children to develop their communication and language skills. She sensitively models clear words for them to copy. Children use sentences and begin to speak clearly as they communicate their needs and talk during activities. They respond to the open questions the childminder asks and develop good listening skills.
- The childminder supports children to be kind and helps them to develop their personal, social and emotional skills. Children know how to share and take turns in their play. However, on occasion, she avoids teaching children about how to manage their feelings when they get frustrated. This means, sometimes, boundaries are inconsistent.
- Children are well prepared for starting school. The childminder has good relationships with teachers and knows their routines at school nursery. She talks to children about this and continues these in her setting. This helps to promote continuity for children. Children are confident to ask for help when they need it and begin to concentrate during planned activities.

- The childminder supports children to develop their early mathematical and literacy skills. Children begin to use number names in their play and the childminder challenges them to think about 'one more'. Children enjoy using books to point out objects and the childminder provides a range of stories in activities which link to celebrations.
- Overall, the childminder provides a range of different activities for children to choose from. However, there are times when children are not deeply engaged in purposeful learning, as the childminder waits for their peers to join in planned activities. This means that, sometimes, children wait a long time, and then move quickly from one thing to the next.
- Children are independent and confident. The childminder supports children to take an active part in their own self-care. They can blow their own nose and understand why it is important to wash their hands. Children enjoy exploring activities, which encourage toothbrushing, and benefit from healthy snacks and drinks throughout the day.
- The childminder ensures she refreshes her knowledge and understanding of a range of childcare topics on a regular basis. For example, she attends webinars and shares good practice within her local childminder group. The childminder has formed close relationships with the local school and this has helped her to enhance how she prepares children to start school.
- Parents leave positive feedback about the childminder. They say they have always been extremely happy with the care and learning their children receive and chose her because of her warm and friendly approach.

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 children to learn how to manage their feelings and promote consistent boundaries for them
- help children to deeply engage in learning, without waiting for others to join in, so they do not lose enthusiasm and interest.

Setting details

Unique reference number	EY373504
Local authority	Stockton-on-Tees
Inspection number	10312374
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	3 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 April 2018

Information about this early years setting

The childminder registered in 2008 and lives in Ingleby Barwick, Stockton-on-Tees. The childminder cares for children all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Michelle Lorains

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector, indoors during a planned activity.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation such as evidence of the childminder's suitability to work with children.

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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