

Childminder report

Inspection date: 10 December 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 build strong bonds with the childminder, who is kind and caring. The childminder gets to know children and their families very well. She spends time with parents to find out about children's routines and care needs, as well as their interests and experiences at home. She knows children well and plans activities to nurture their interests and inspire their learning. Activities are child-centred and the childminder has a playful attitude, which the children love.

Children are keen learners. They display high levels of concentration as they explore the resources on offer. Snack time is a social time for children. The childminder uses this opportunity to promote independence as she encourages children to cut up the bananas and to hold cutlery correctly. Children learn how to keep themselves safe. For example, they know that they have to hold the banister when walking down the stairs. Children go on trips to the park and local library, where they meet new children and people and develop confidence in new social situations.

The childminder speaks with a supportive and gentle voice. She celebrates children's achievements and models how to treat others with kindness and respect. As a result, children behave very well.

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

- The childminder places great emphasis on providing children with a calm, relaxing and warm environment. In turn, this helps to create a sense of security and well-being that enables children to feel calm and relaxed, and to explore and investigate with confidence. The childminder provides children with a range of resources that are thoughtfully chosen to extend their learning.
- Children display a strong interest in books. The childminder reads to them throughout the day. She introduces a range of vocabulary to describe the characters in the story. She consistently responds to what children say and engages them in conversation, sensitively modelling how to pronounce words correctly.
- The childminder introduces children to early mathematical concepts. They benefit from many daily opportunities that support their development of counting and their recognition of shapes. For example, children sing songs, make representations of shapes and listen to the childminder's frequent counting.
- Children relish the time they spend outdoors. The childminder takes advantage of the local parks. Children benefit from opportunities to play in the inviting garden, where they pretend to make mud soup by mixing together leaves, twigs and slices of orange. The childminder views this as an important part of the

curriculum. This helps children to stay healthy and learn about the outside environment. Children develop their fine motor skills to help them build their muscles in preparation for early writing. They hold crayons with a firm grip and use paintbrushes to make marks on the garden fence.

- Children develop good independence skills. From a young age, they have opportunities to do things for themselves, such as putting on their outdoor boots. The childminder is attentive to children's individual needs and personal care. She encourages children to wash their hands before eating. However, the childminder is not always consistent in following her usually good hygiene practices when wiping children's noses and during nappy changing routines.
- Children demonstrate that they are happy and secure in the childminder's care. They seek her out to proudly show her their achievements and have her join their play. Children develop a caring, affectionate approach towards others. For instance, older children are eager to help their peers, for example passing them their toothbrush and taking the lid off the toothpaste for them.
- The childminder undertakes training that is targeted at improving her knowledge and how she can use this to benefit the children in her care. She continually reflects on what she can do to improve her practice. As a result, children make good progress.
- Partnerships with parents are strong. The childminder speaks with parents daily and shares termly updates about their children's learning and development. This helps parents to support and extend their children's learning at home. Feedback from parents is very positive. They comment on the childminder's 'professionalism' and 'nurturing nature' and her flexibility with children's daily routines to complement their experiences at home.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- follow good hygiene practices consistently to help prevent any possible cross-contamination.

Setting details

Unique reference number	EY400194
Local authority	Hartlepool Borough
Inspection number	10368422
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 March 2019

Information about this early years setting

The childminder registered in 2009 and lives in Hartlepool. She holds an appropriate early years qualification at level 3. The childminder operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector carried out a discussion with the childminder on how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the children during the inspection.
- The inspector completed a joint evaluation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation.
- The inspector took account of parents' views through their written feedback.

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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