

Childminder report

Inspection date:

5 November 2021

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 confident in the childminder's welcoming, well-planned and organised environment. The childminder knows children well and follows their interests. She ensures that children's favourite resources are readily available for their arrival. This helps children to feel safe and secure in the childminder's home. Children delight in showing their knowledge of the natural world. As they dig in the childminder's garden, children talk animatedly about their memories of growing strawberry plants in the summer. They enthusiastically describe how they filled watering cans to give the plants a 'drink' to keep them growing. Children's facial expressions and hand gestures bring alive the 'long, long time' they say that it took for the strawberries to turn red.

The childminder has high expectations for all children to achieve to the best of their abilities. She encourages children to be very aware of the outdoor environment. Children notice the weather is becoming colder and leaves are changing colour. They show their thoughtfulness to living creatures as they wonder if birds will have enough food to eat in the winter. Children enthusiastically respond to the childminder's suggestion to make bird feeders. Their faces show absolute concentration as they carefully cover pine cones in peanut butter. Children very carefully roll the pine cones in bird seed and watch the seed stick to the cones. They respond with huge smiles to the very sincere praise that the childminder gives them for their handiwork.

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

- The childminder gains information about children's development from their parents before they start at her setting. She knows the skills that children already have and the skills they need to gain. For example, the childminder recognises that children need to develop their finger muscles, and encourages them to use knives and butter their own bread.
- Children behave well. They show high levels of respect for the childminder's home. Children happily wipe the table after messy play, looking carefully to make sure that the table is clean. At times, when children forget to say please and thank you, they willingly accept the childminder's gentle reminders. The strong bond between the childminder and children is evident. Children know if they are tired and need a cuddle that the childminder will snuggle them in closely.
- The childminder talks slowly to children and gives them time to respond to her questions. She extends children's vocabulary by bringing new words into their play. For example, the childminder describes peanut butter as 'squishy'. However, she does not fully support children's developing communications skills. For example, the childminder does not consistently use the correct pronunciation

when speaking to children.

- Parents are very complimentary about the care and learning opportunities that the childminder offers their children. They praise the childminder's support during the COVID-19 pandemic. Parents comment particularly on the childminder maintaining contact with their children. They appreciate that the childminder provided ideas and resources for supporting their children's learning and development at home.
- Children show high levels of imagination for their young age. For example, they use coloured wooden blocks to design their own pictures. Children talk about the blocks being 'the grass, sky and sun'. This shows the confidence children have in their abilities to design their own play.
- The childminder teaches children how to keep themselves healthy. For example, she explains to children that they need to wash their hands before eating to 'wash any germs away'. The childminder shows children how to rub soap between their fingers and encourages children to make sure their hands are dry.
- The childminder works exceptionally well with parents to develop children's understanding of diversity. She thinks carefully about how to introduce different festivals, traditions and beliefs beyond children's own. For example, parents bring resources and food to the childminder's home so that all children can learn about Diwali.
- At times, the childminder does not make full use of opportunities as they arise to further develop children's independence skills. For example, she takes children's shoes and coats off, rather than encouraging children to do this for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to protect children. She knows the procedures to follow if she has concerns about children's welfare, including protecting children from extremist views. The childminder ensures that the premises are secure at all times. She identifies and minimises any potential hazards to children's safety. The childminder teaches children to keep themselves safe when out and about in the local community. For instance, she reminds them to stop at the kerb and look to see the road is clear before crossing.

What does the setting need to do to improve?

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

- develop consistency when modelling language to help young children to hear and use the correct pronunciation of words
- plan further opportunities to develop children's independence skills.

Setting details

Unique reference number	EY402298
Local authority	Middlesbrough
Inspection number	10064816
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 August 2015

Information about this early years setting

The childminder registered in 2009 and lives in Middlesbrough. She has an early years qualification at level 3. The childminder operates all year round from 8am to 6pm, Monday to Friday. 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 setting.
- A joint observation of an activity was carried out with the childminder.
- The inspector observed activities during the inspection and assessed the impact of these on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.
- The written views and opinions 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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