

Childminder report

Inspection date: 5 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 thrive in the warm and welcoming environment that the childminder provides. They develop strong attachments with the childminder, which enables them to settle quickly. This helps children to feel safe to explore the activities confidently and become independent learners. The childminder offers children engaging and enjoyable play opportunities, linked to their interests. This helps them to take the next steps in their learning.

The childminder supports children to understand their emotions. Children use books and resources to talk about their feelings. The childminder shows genuine care, and her affectionate interactions help to boost children's well-being. Children display good behaviour. The childminder reminds them about the use of good manners.

Children enjoy being physically active. The childminder takes them to visit the local park to access the swings and climbing equipment. Children use wheeled toys in the garden and take delight in physical activities indoors. They develop important balance and coordination skills. For instance, children are able to use the climbing frame confidently. They giggle as they climb up. The childminder encourages children's hand control, for example, through shaping play dough, mark making in salt and using pencils to colour in pictures.

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

- The childminder observes children carefully to identify their current level of development. She uses this information to plan a curriculum around what children need to learn next. The childminder sequences children's learning carefully to support children to meet their developmental milestones effectively. For instance, she provides a wide selection of sensory books for babies to access during story time, which helps to keep them engaged and excited.
- The childminder supports the development of children's communication and language skills. She models new words to children. The children begin to talk to the childminder during activities, starting to share ideas. This helps to promote children's understanding of language and encourages them to develop good communication skills. However, at times, the childminder does not allow children time to respond to questions to promote the development of their critical thinking skills.
- The childminder establishes good partnerships with parents, who speak positively about the good quality of care and education provided. Parents comment that their children thrive and flourish. They appreciate the verbal feedback that is provided about their children's development. This allows them to support and extend children's progress at home.

- The childminder organises various outings, including visits to local parks and walks. This promotes children's personal skills and broadens their understanding of the wider world. Additionally, the childminder incorporates electronic devices into her curriculum to teach children about different topics. For instance, children watch videos to extend their understanding and provide inspiration for related activities.
- Children show their enjoyment of books. They choose books to read independently and with the childminder. They listen intently as they feel the textures in the book and recall the storylines. The childminder skilfully links books to children's recent experiences, such as visits to Santa and about the Christmas tree.
- The childminder creates a stimulating learning environment at her home. Children are excited by learning and confidently choose to explore their favourite toys. Children thoroughly enjoy engaging with the childminder, such as planting bulbs to grow. The childminder helps children to make connections to their previous learning, such as caring for seeds.
- The childminder aims to prepare children for the next stage in their learning by encouraging their independence and self-care. For instance, she teaches them to wipe their own noses with tissues and wash their hands. The childminder offers encouragement and praise, which also helps to boost children's self-esteem and instil a sense of pride in their achievements
- The childminder reflects on her practice and identifies areas for development. She completes all statutory training and strives to keep her knowledge up to date. However, she does not target professional development opportunities to help raise the quality of education provided.

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:

- allow children more time to respond to questions to promote their communication, language and critical thinking skills to a higher level
- build on professional development to help raise the standards of education provided to the highest level.

Setting details

Unique reference number	EY404922
Local authority	Redcar and Cleveland
Inspection number	10368291
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2010 and lives in Middlesbrough. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- 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.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their 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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