

Childminder report

Inspection date: 16 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder has a very gentle, calm and nurturing manner. She ensures a relaxed and welcoming environment. As a result, all children are happy and settled. Children are also well behaved. The childminder acknowledges and praises children's good behaviour. For example, she implements a reward chart to encourage and maintain a positive environment. Children have a good attitude to their learning. They enjoy the activities that are available and participate well, such as in story-time group activities. Children form very good relationships with the childminder and with each other. They also have opportunities to engage with and develop friendships with a wider group of children on a regular basis, such as with the children of another childminder.

Children benefit from a varied curriculum and make good progress in their learning. The childminder also meets children's care needs effectively. She supports children very well with individual care practices, such as toilet training, independence with eating and handwashing routines. The childminder knows the children in her care really well. She demonstrates a clear understanding of children's interests and what they know and can do. For example, the childminder is aware of and also uses some signing words that a baby shows for 'food', 'drink', 'more', 'finished' and 'help'. This supports children's communication from an early age.

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

- The childminder carefully considers wider factors when planning learning experiences for children. For example, as there are new children starting and others going to school, she teaches children about them being kind and making new friends. This helps new children to settle and feel welcomed.
- The childminder is receptive to children's needs. She knows when they become tired or hungry. The childminder also reminds children to have a drink of water and takes off their jumpers when they get warm. She meets children's specific dietary needs well and carefully plans meals so that children can have very similar things to eat.
- Children benefit from outings within the local community, such as to the park, library and nearby beach. The childminder also plans nature walks to the woods. She helps children to learn about the world around them and about changes in the environment. They look at the sky together and talk about what they can see and how this might impact on the weather and what they need to wear. For example, if there are clouds in the sky, children predict that there could be rain.
- Children's develop their physical skills, such as they participate in construction activities. They also have access to various resources within the childminder's attractive and welcoming garden, such as climbing and riding equipment.
- The childminder ensures that she plans experiences for children that cover all

areas of learning. Most resources are easily accessible for children. However, the promotion of children's early writing skills is less well planned for. In addition, the positioning of mark-making items, which is away from the main play area, means that children do not notice or independently access these.

- The childminder engages children well in different activities, such as singing, music and stories sessions, to help them to concentrate for longer periods of time. She uses additional props alongside a book to help children to learn about different emotions and feelings. The childminder also introduces other areas of learning into story times, such as encouraging the children to count and identify different colours.
- The childminder's knowledge of the children in her care helps her to plan for their individual learning and next steps in their development, for example when children know about different feelings and how to describe those, such as sad, angry, scared.
- Partnerships with parents are good. Parents comment that their children are happy to attend and have made progress with the childminder. The childminder has completed safeguarding training since the last inspection and has plans in place to attend other training courses to support children's learning to build on what they already know and can do.

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 more regularly develop and use their mark-making skills to promote their early literacy development further
- implement plans to access professional development opportunities to support the planning of learning experiences that build on what children already know and can do.

Setting details

Unique reference number	EY405913
Local authority	Redcar and Cleveland
Inspection number	10326534
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 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 December 2023

Information about this early years setting

The childminder registered in 2010 and lives in Marske-by-the Sea, Redcar. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with another registered childminder two days a week at the other childminder's home.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector and the childminder discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of parents' written views as part of the inspection.
- The childminder provided the inspector with key documentation that is used for the efficient management of the setting.

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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