

Childminder report

Inspection date: 19 March 2025

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children thrive in this exceptionally warm and homely environment. The childminder is kind, caring and thoughtful. She spends time building trusting relationships with children, which helps them to feel safe and secure. Children confidently and independently access the resources they want to play with. For example, they become absorbed in a large-scale painting activity in the childminder's well-resourced garden. This supports children's creativity and early writing skills. The childminder provides opportunities for the children to be active outdoors. Children develop good balance, control and coordination as they walk across stepping stones.

Children develop a real love of books. They delight in snuggling up with the childminder and their friends to read their favourite stories. Children eagerly predict what will happen next as they turn the pages of 'The Very Hungry Caterpillar'. She skilfully weaves in mathematics as she encourages older children to count the objects they can see.

Children behave very well. The childminder is an excellent role model. She gives children plenty of praise and models how to be kind and respectful to others. Where children struggle to share with each other as they play, the childminder provides patient, clear explanations of what is expected. This helps children to form positive relationships and develop their social skills.

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

- The childminder demonstrates a genuine enthusiasm for her work and sets exceptionally high standards for her setting. She is passionate and dedicated to providing high-quality care and learning for all children. The childminder shows genuine commitment to her work and completes a vast array of courses to support her knowledge and development. She is reflective of her practice and networks effectively with other childminders to extend their practice.
- The childminder supports children's language skills well. For example, she provides a running commentary as children play, introducing new words, such as 'binoculars' and 'octagon' and 'oval'. The childminder repeats words back to children when they say them incorrectly. This helps children to hear the correct pronunciation and helps children to develop their speaking and listening skills.
- The childminder places an emphasis on children learning about the diverse world they live in. She plans a wide range of interesting trips out into the local and wider community. She takes children to local playgroups to develop their social skills. The childminder also takes children on interesting train outings, to visit museums, and the winter gardens. This helps to develop children's understanding of the wider world.

- Overall, the childminder plans a curriculum that supports children to gain the skills they need for the future. For example, she helps children to put on their own shoes and become independent. However, occasionally, activities do not have enough focus on what the childminder intends children to learn next. This means that activities do not always support children's next steps precisely. That said, children are still making good progress.
- Children make good progress in mathematics. For example, older children work out simple problems as they 'add one more'. Children have fun counting the pieces of treasure they add to their basket. The childminder gives them another piece and supports them to count their total amount. The childminder encourages children to name and match shapes. Older children match simple shapes, such as circle and triangle, with ease.
- The childminder listens to children, allows them to make independent choices and gives children plenty of praise and encouragement. Children are supported to develop a 'can-do' attitude to their learning. The childminder is always ready to support children to keep on trying when they need help. For example, when younger children need help to climb on stepping stones, the childminder provides a helping hand and words of reassurance. This helps children to develop their confidence and self esteem.
- The childminder has excellent partnerships with parents. She keeps parents well informed about their child's day, offers support and obtains their feedback regularly. Parents' comments say that 'children's well-being and happiness is her priority' and that she is 'nothing short of incredible'.

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:

- focus more precisely on learning intentions during activities to support children's progress even further.

Setting details

Unique reference number	EY421808
Local authority	Hartlepool Borough
Inspection number	10372113
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	2 April 2019

Information about this early years setting

The childminder registered in 2011 and lives in Hartlepool. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she organises her provision.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- Parents shared their views about the provision in written comments and the inspector took account of their views.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed an activity and evaluated it with the childminder.

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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