

Childminder report

Inspection date: 22 October 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 are happy and settled in the childminder's care. It is a busy setting, but with a homely feel, and children benefit from having lots of friends here. The childminder has expectations for children's behaviour. She gently reminds children about expected conduct, such as sharing and taking turns. Good behaviour is promptly acknowledged and praised, which supports a positive and friendly environment.

Children receive good adult support and attention, and the childminder knows them well. She adheres to children's individual sleeping and feeding routines. The childminder promotes children's physical well-being by ensuring that they have regular opportunities for exercise, outdoor play and restful times during the daily routine. She also provides healthy snacks for children. Parents provide packed lunches and eating times are relaxed and sociable occasions. Children benefit from a varied curriculum that covers all areas of learning. As a result, all children are making good progress in their development. The childminder works closely with other professionals and parents to ensure that children who may need additional support, such as speech and language support, receive that at the earliest opportunity.

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

- The childminder ensures that children have opportunities for engaging in a variety of interesting learning experiences both indoors and outdoors. However, some learning experiences are not always sufficiently focused to take into account and build on what children already know. For example, children engage in activities around pumpkins without being taught what pumpkins are.
- The childminder ensures that children have opportunities for outdoor play on a daily basis. They learn about the weather when playing outside in the rain. Children thoroughly enjoy wearing wet-weather suits and wellies to jump in puddles.
- There is a strong focus on promoting children's language and communication skills. Children benefit from regular singing and story time sessions. They show an interest in books and independently choose books for staff to read to them. This supports children's early literacy skills.
- The childminder also promotes children's early mathematics skills well. For example, they support children to count and match colours. Children also talk about who is 'bigger' and 'smaller' when they make chalk marks of their different heights on the garden fence.
- Children have a positive attitude to learning. They engage well in all activities and have opportunities for solving problems for themselves. For example, the childminder encourages and supervises children to resolve minor disagreements,

such as about toys, between themselves where possible. This supports children's confidence, social skills and independence.

- Children's independence is also promoted when they have opportunities for managing their own toileting and handwashing routines where possible. They are also encouraged to chop their own fruit and put on and take off their shoes and coats. This helps to build children's independence in preparation for school.
- Children use their imagination well when engaging in different role-play activities. They pretend to be builders and doctors and also concentrate to make different 'potions' and 'medicines' in the mud kitchen area. Their language skills are also boosted when children talk about what they are doing.
- Although the curriculum is varied and children have opportunities for developing in all areas of learning, it is less focused for the youngest children attending. This means that staff do not always plan specifically for babies learning and development.
- The childminder implements good procedures for the assistants employed. For example, an effective staff induction and appraisal system are in place. Staff also constantly evaluate their practice together.
- The childminder also seeks the views of parents. She works well in partnership with parents and carers. They are kept well informed of their child's development and progress through daily discussions and also through the use of an electronic app.
- Staff have a positive attitude towards continuous professional development and have accessed additional training courses regarding autism awareness, attention deficit hyperactivity disorder and supporting children's speech and language.

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:

- ensure that learning experiences are effectively planned and take into account what children already know to help build on their knowledge
- consider the curriculum for babies more closely to ensure that learning experiences for the youngest children are well planned for.

Setting details

Unique reference number	EY430219
Local authority	Stockton-on-Tees
Inspection number	10364101
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	0 to 11
Total number of places	6
Number of children on roll	45
Date of previous inspection	24 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Stockton-on-Tees. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. There are four assistants registered to work with the childminder. No more than three adults currently work together at any one time on a daily basis. The childminder is registered for the government early years childcare funding.

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 childminder and the inspector 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation of a craft activity.
- Children spoke to the inspector about their friends and about what they enjoy doing while at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector took account of parents' written views as part of the inspection and took account of their comments.
- The childminder provided the inspector with key documentation 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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