

Childminder report

Inspection date: 29 January 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show they feel happy and safe with the childminder. She knows them extremely well and responds to their care needs swiftly and effectively. Children show an interest in learning and are keen to explore prepared activities. The childminder uses children's individual interests to provide experiences that she knows they will enjoy. The childminder encourages children to be independent learners, and they decide if they would like to learn indoors or outdoors. This has a positive impact on their levels of engagement. Children develop the skills they need to start school and are well prepared for the next stages in their learning.

The childminder focuses on helping children to develop good communication and social skills. She regularly links up with other childminders, and children experience being in larger groups. This helps to build their confidence, and they have high levels of self-esteem. They communicate their preferences clearly to the childminder and develop resilience. The childminder manages children's behaviour positively. She continually offers positive praise and encourages them to be aware of their own safety.

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

- The childminder provides children with a warm, nurturing environment for them to grow and flourish. She is kind, caring and supportive towards them and their families. Children have strong bonds with the childminder. She gathers information about their individual needs when they start and has regular conversations with families to maintain an up-to-date knowledge of children.
- The childminder demonstrates a thorough understanding of children's typical stages of development. She uses her observations and assessments to plan purposeful, challenging activities that help them to make good progress. The childminder understands how to identify potential areas of delay in children's learning and knows how to make referrals for further support if needed.
- Children make choices about their learning and show enthusiasm to join in with activities. For example, the childminder prepares an activity with water, snow and ice. Young children show high levels of engagement as they tip and pour the water to try and melt the ice and find the hidden 'animals'. The childminder models new vocabulary to children as they explore and extends their vocabulary and understanding.
- The childminder promotes children's good health. They have access to water throughout the day, and the childminder provides healthy snacks for them. Young children develop good physical skills and thoroughly enjoy being outdoors. They climb the stairs to the trampoline with minimal support. Although they demonstrate that they are very capable, the childminder does not encourage them to build independence in their own self-care skills.

- Children excel in their mathematical development. This has been a consistent strength in the childminder's curriculum, including at the last inspection. For example, the childminder uses mathematical language as part of everyday conversation. Children automatically count in order as they go up the stairs. They point out numerals in the environment. Young children recognise and order numerals correctly as they focus on completing the large wooden puzzle.
- The childminder works closely with the local authority to maintain good standards of care and learning. She regularly shares good practice with other childminders and attends training to ensure that her safeguarding and first-aid knowledge are up to date. However, she plans to access further professional development opportunities to enhance her skills and knowledge even more, such as supporting children with any specific learning needs.
- The childminder has positive relationships with other professionals who work with children. She collects information for the local school and shares information about children who attend other settings. This helps to promote continuity for children. In addition, partnerships with parents are very good. The childminder shares detailed information with them about their children's learning and they say they are pleased with their children's development.

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:

- provide opportunities to help young children to build independence in their own self-care
- access professional development opportunities to enhance her skills to help her support children's learning to the highest standards.

Setting details

Unique reference number	EY431249
Local authority	Stockton-on-Tees
Inspection number	10372666
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 April 2019

Information about this early years setting

The childminder registered in 2011 and lives in Stockton-on-Tees. She operates all year round, from 8am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education places for children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on the children's learning.
- The childminder and the inspector completed a joint observation during a planned activity outdoors.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The childminder gathered written feedback from parents for 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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