

Childminder report

Inspection date: 4 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 are happy at the childminder's welcoming home. The childminder provides a safe and nurturing environment with a wide range of toys and resources. She implements a play-based curriculum. The childminder recognises that children learn valuable skills to support their language and communication, physical skills and personal development through play. For example, children enjoy being creative as they decorate a Christmas tree. They pay good attention to detail and the childminder encourages them to talk about size and shape. Children use a narrative in their play to share what they are doing and proudly show off their achievements. This helps to develop their communication skills and build their self-esteem.

The childminder has a gentle approach and responds sensitively to children's individual needs. Children develop positive relationships with her. The childminder is a good role model and has high expectations for all children. Children learn to use manners and show respect. They happily follow instructions and daily routines within the childminder's home. Children show kindness and are caring towards each other. For example, they offer each other toys and happily share resources with one another. Older children involve younger children in their play in a caring and sensitive way. Children's behaviour is good.

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

- The childminder provides opportunities for children to explore materials with their senses. For example, children explore a large tray filled with glitter and fake snow. They delightedly exclaim they have 'glittery hands' as they touch and feel the snow with their hands. The childminder uses new vocabulary to describe the snow, such as 'soft', 'cold' and 'squidgy'. This, along with the good narrative that the childminder provides to children, helps to develop children's listening and speaking skills.
- The childminder provides suitably challenging experiences to help children to concentrate and persevere. For example, while playing, children develop their small-muscle skills as they grip large tweezers while they sort and count coloured teddy bears. However, the childminder does not fully develop opportunities to enable older or the most able children to enable them to practise a wider range of mathematical concepts.
- The childminder helps children to learn about different festivals, such as Lunar New Year and Christmas. She plans regular trips in the local community. For example, children explore parks and woodlands. They also participate in local playgroups and visit the library and local shops. The childminder uses these experiences to help children to understand the world around them.
- Children enjoy opportunities to play in the childminder's garden where they get plenty of fresh air and physical exercise. The childminder teaches them how to

wash their hands before mealtimes and provides healthy snacks. This supports children to be aware of how to live healthy lifestyles from a young age.

- The childminder supports children to try and do things for themselves. For example, she supports children to help tidy away the outdoor toys they have used. Children have opportunities to practise self-care skills, such as toileting and putting on their own shoes and coats. This helps children to develop the skills they need to be independent.
- The childminder has close relationships with other settings that children attend. She shares information with them regarding children's development and messages from home. This ensures that transitions between her home and other settings are as smooth as possible for children.
- The childminder regularly networks with other childminders. This is an opportunity for her to share knowledge, ideas and resources, as well as give children opportunities to socialise with other children and adults. The childminder completes mandatory training. However, she has not yet sought further ways to enhance professional development opportunities that focus more specifically on teaching and learning so that children make the best possible progress.
- The childminder has developed strong partnerships with parents. Parents praise the childminder highly for the support that their children receive. They say they 'could not have picked a better childminder' and they are 'incredibly grateful' for the care she provides. The childminder exchanges information about children with their parents in various ways, such as electronically and through private groups. This helps to support continuity of care for children.

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:

- extend the curriculum for mathematics, to enable children to practise a wider range of mathematical concepts
- seek further ways to enhance professional development opportunities that focus more specifically on teaching and learning, so that children make the best possible progress.

Setting details

Unique reference number	EY435046
Local authority	Stockton-on-Tees
Inspection number	10368369
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Ingleby Barwick. She operates all year round, from 7.45am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Claire Budge

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 their early years provision, including the aims and rationale for the curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their written 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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