

Childminder report

Inspection date: 1 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

The childminder provides a warm, nurturing, home-from-home environment. She develops warm and nurturing relationships with the children. Children constantly initiate play and interactions with her and know that she will enthusiastically engage. As a result of this, children are happy and confident and get involved in a range of experiences.

Children use their imagination well. For example, they create their own story lines using the small world figures. They make pretend cups of tea and meals for the visitor and the childminder. They decide that they want to make strawberry soup and pizza and think about what they will need to make it.

The childminder behaves as a superb role model to children. For example, she demonstrates good manners and politeness. Children play harmoniously together and learn to cooperate and share their toys with each other. They learn to use polite manners and, with encouragement, to use 'please' and 'thank you' where appropriate. The childminder is attentive and frequently praises children's efforts and achievements to help build their self-confidence. This ensures they are ready and well prepared for their eventual move to nursery or school.

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

- The childminder gathers information about children during settling-in sessions and from her own ongoing observations. She knows children well and has a secure understanding of what each child needs to learn. Children's speech and language are a focus throughout the day. The childminder talks and repeats words and sounds to the children and listens to their responses. She encourages children's love of books and reads a story about creatures in the sea. Children listen intently throughout the story. This encourages children to extend their vocabulary and build on the number of words they know and recognise. However, very occasionally the childminder is not consistent in modelling the correct pronunciation of some words.
- The childminder supports children's personal and social development effectively. For example, she plans a range of play experiences with other childminders. They visit music and movement sessions and local playgroups. These experiences provide children with the opportunity to play with others and develop early friendships.
- The childminder uses children's interests to engage them in their learning. For example, children's interest in small world figures supports their next steps to learn to count. This also helps to develop their knowledge of mathematical concepts, such as simple addition, matching and sorting them into different groups.

- Children want to help and learn good routines that will support them in their future learning. They delight in tidying up. Children return the toys to the boxes and point out if they have found an item that should not be there. They are excited to learn and want to do well.
- Children are taught the importance of healthy lifestyles. The childminder provides healthy snacks of fruit and water. She works with parents to ensure healthy packed lunches are being brought to the setting. The childminder promotes independence well. Children show increasing self-help skills. For example, they use the bathroom and wash their hands with little support.
- The childminder attends regular mandatory training. This ensures she keeps her knowledge and skills up to date. She has recently attended safeguarding training and paediatric first aid. This contributes to keeping children safe.
- Partnerships with parents are good. Parents comment on the childminder's warm interactions and close attention paid to children's individual needs. The childminder shares information with parents about their child's progress. She sends photos and videos to parents regularly. Progress checks for children aged two are completed and the childminder shares these with parents. This ensures that parents are thoroughly included in their child's care and learning. Parents say they are pleased with the progress that children are making, particularly with regards to their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consistently model how to pronounce words correctly so children learn the correct way to say and use them.

Setting details

Unique reference number	EY435439
Local authority	Stockton-on-Tees
Inspection number	10364017
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	2 to 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	21 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Billingham, Stockton-on-Tees. She operates all year round from 8am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector carried out a discussion with the childminder on how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the children during the inspection.
- The inspector completed a joint evaluation with the childminder.
- The inspector took account of parent views through their written feedback.

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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