

Childminder report

Inspection date: 28 April 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 are happy in the care of this kind and caring childminder. They give lots of smiles and go to the childminder for cuddles and comfort, which they receive in abundance. This helps children to feel safe in the childminder's care. The childminder arranges the play space well for children indoors. Furniture and resources are well placed to enable children to confidently access toys that interest them. The childminder has an ambitious curriculum. She understands what she wants children to learn and identifies what it is that children need to learn next. This helps children to develop the skills they require for future learning, including their move on to school.

Children make regular visits to the childminder's allotment. They enjoy caring for the hens and ducks, as well as planting, growing and socialising. This helps children to learn to care for other living things, the environment and food. All children make good progress. The childminder has high expectations for children's behaviour. She is a good role model and uses gentle reminders to help children to understand boundaries. Children behave particularly well. They enjoy being praised for their positive behaviour and are motivated to do well in their learning.

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

- The childminder provides a broad range of learning experiences that are based around children's interests. For example, she notices that children are fascinated by the movements a rolling ball makes. The childminder provides wooden blocks to make ramps, so children can explore this interest further. This ignites their curiosity and supports their positive attitudes to learning.
- Children use simple mathematics in their everyday play. For instance, they delight in sticking coloured shapes on the window to create large patterns. The childminder introduces more shapes and colours to build on their knowledge. This helps children to develop early mathematical concepts.
- Overall, children's communication and language are supported well. The childminder talks to children while they play. She introduces them to a broad range of vocabulary and sounds through songs and stories. However, at times, the childminder does not consider how background noise, such as stories and music playing constantly, can impact on children's communication and listening skills. This means, at these times, children do not always get the most from conversations.
- Children develop increasing independence. They confidently explore the range of accessible resources and happily engage alongside others. Even the youngest children manage their drinks, fetch their own place mats and feed themselves. They learn to use knives safely and chop pieces of fruit for snack. Children smile and clap their hands in response to the praise they receive. This helps to raise

their confidence and self-esteem.

- The childminder supports inclusion and diversity in all areas. She provides books, displays and resources that represent people from different cultures and communities. She plans activities to support children's understanding of other cultures. The childminder uses regular walks in the local area to support children's understanding of their local community. This helps children to understand about the world around them.
- Children learn good hygiene habits with the childminder. They confidently manage self-care tasks, such as wiping their hands and faces. The childminder provides healthy meals and snacks for children, introducing them to a wide range of healthy food. She makes sure that they have access to daily exercise and outdoor play. This supports children's physical health and well-being and contributes to healthy lifestyles.
- The childminder evaluates her setting and the service she provides. She uses questionnaires to gather feedback from parents, which informs her plans for improvement. The childminder keeps her mandatory training up to date, such as paediatric first aid. However, she has not undertaken additional professional development or learning opportunities to further enhance her knowledge, understanding and the quality of education provided.
- Parents and carers are happy with the service provided by the childminder. They say their children 'thrive' in her care. The childminder ensures that she keeps parents informed about their children's development through daily conversations, which they say are 'very informative'. This helps parents to be fully involved in their children's learning.

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:

- reduce background noise to minimise distractions and support children's communication and listening skills further
- enhance the use of professional development to focus more precisely on building knowledge and understanding, in order to continuously raise the quality of education.

Setting details

Unique reference number	EY450805
Local authority	Redcar and Cleveland
Inspection number	10392170
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 12
Total number of places	12
Number of children on roll	10
Date of previous inspection	8 August 2019

Information about this early years setting

The childminder registered in 2012 and lives in Redcar. She cares for children all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds appropriate early years qualifications, including early years professional status. 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 her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and 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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