

Childminder report

Inspection date: 13 November 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 demonstrates a very caring and nurturing manner. This results in children being happy and settled in her care. The childminder has high expectations for children's learning and behaviour. She acknowledges and praises positive behaviour, such as sharing and taking turns. This supports a positive and friendly environment where children flourish. Children receive good support and attention and the childminder demonstrates as knowing the children in her care really well. She is sensitive to their needs and is aware when children are becoming tired. The childminder promotes children's emotional wellbeing and offers cuddles and reassurance when they are tired, as well as a warm and quiet place to sleep.

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 ensures a stimulating and inviting indoor and outdoor play environment which supports children's independence. For example, she ensures that children can choose and access activities and resources for themselves, such as a range of books. This also promotes children's confidence and helps the childminder to monitor their individual interests.

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

- The childminder works well in partnership with parents and carers. She receives information about each child's development and routine when they first start to attend. This is used to assess children's ongoing progress and also to plan their next steps for learning. However, the assessment process is not always rigorous enough to clearly identify individual children's specific next steps for learning. Despite this however, all children are making good progress in their learning and development.
- The childminder ensures that children have opportunities for regular outings to promote their understanding of the world. For example, they visit a local farm, police station, church, mosque, and also enjoy trips to the beach both by bus and train. Children's social skills are also well promoted when they regularly meet with other childminders and children.
- There is a strong focus on promoting children's language and communication skills. The childminder engages children in interesting conversations, story times and regular singing sessions throughout the day. She also works closely with parents when some children may need additional support with their language skills.
- Children have a positive attitude to learning. They enthusiastically engage well in all activities. The childminder is skilled at recognising when children have finished with an activity and she follows their lead when appropriate. For example, where children prefer tasting the ingredients for making pizzas, rather

than the activity planned, the childminder allows them to do that.

- The childminder is also skilled at including the different areas of learning into each play experience. For example, during a communication and language activity with a farm yard, the childminder ensures that children also benefit from sensory experiences and she includes lots of counting and sorting. This promotes children's early maths skills.
- Children's independence is also promoted when the childminder ensures they have opportunities for managing their own hand washing routines and putting on and taking off their own shoes and coats where possible. This also helps to prepare children for school.
- The childminder ensures that children have regular opportunities for expressing their creativity, such as when involved in different mark making and drawing experiences. However, the childminder does not always demonstrate for children how to hold implements correctly in order to develop a pincer grip for early writing skills.
- The childminder helps children to learn about personal safety. She encourages them to think about and be aware of where their friends are, and to make sure it is safe before going down the slide.
- The childminder has a very positive attitude towards continuous professional development. She has accessed many additional training courses since her last inspection, including training in relation to meeting children's additional needs.

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:

- improve assessments of children's development to ensure the next steps for their individual learning are clearly identified
- support children's fine motor skills further by helping them to develop good control when using mark making implements, such as pens and pencils.

Setting details

Unique reference number	EY476448
Local authority	Middlesbrough
Inspection number	10367569
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 2014 and lives in Middlesbrough. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is registered for the Governments 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 interactions between the childminder and children.
- 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 language and communication activity.
- Children spoke with the inspector during the inspection.
- 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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