

Childminder report

Inspection date: 6 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children's needs are at the centre of the childminder's practice. They are cared for very well and appear happy and settled. Children receive cuddles and reassurance if they are upset. They confidently choose from a wide variety of resources, both inside and outdoors, and enjoy inviting adults to join them in their play. Children show a considerable amount of concentration in their independent play. For example, they take time to prepare food in the home corner and serve this to the childminder and the inspector. Children's behaviour is superb. They are polite and helpful.

Children benefit from many visits to places of interest in the community, such as the fire station and the library. As a result of COVID-19, the childminder has highlighted that children's personal, social and emotional development has been affected. She ensures children have regular opportunities to mix with others at local stay and play sessions. This helps children to make new friends and to become more confident in larger groups, as they play and learn together.

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

- The childminder plans varied and interesting activities based on children's interests. For example, a recent visit to the park, where blossom petals were blowing around, provides the stimulus for a sensory activity the following day. Children enthusiastically shake the petals from a tree cutting. They develop their fine-motor skills as they pick up the petals, ready to make a potion.
- The development of children's speech and communication is given high priority. Parents report that their children regularly use new words they have been taught by the childminder. She talks to children in a friendly way as they play and encourages them to tell her what they are doing. This helps children to become confident communicators.
- The childminder provides opportunities for children to make good progress in all areas of the curriculum. She supports children to count accurately by pointing to each item, as they say the number names together. Children develop their physical skills as they kick footballs in the garden. They use different resources such as chalk and paint to mark make. They readily choose books to share with the childminder.
- The childminder makes accurate assessments of children's learning. This helps her to identify what she needs to work on next. However, at times, planned activities are not sufficiently focused. This is because the activities cover too many different things. For example, an activity covering fine-motor skills, colours, letter sounds and number recognition could be simplified to help children make progress in specific areas of learning. The childminder establishes strong partnerships with school staff. This supports children's move on to school.

- Children are given appropriate support to become more independent. This helps to prepare them for starting school. Children put on their shoes and, at lunchtime, collect their own lunch boxes. They confidently wash and dry their own hands. The childminder encourages children to persevere as they try to open their own packed lunch items. She gives them time to try before offering a little assistance, if it is proving tricky.
- The childminder provides healthy snacks. She works with parents to encourage them to supply appropriate food in packed lunches. At times, she does not take advantage of opportunities to remind children that sugary foods and drinks are not good for their teeth. Resources are available to help children to practise brushing 'pretend' teeth. However, teeth cleaning is not consistently part of the children's daily routine. This does not fully support good oral hygiene practice.
- Partnerships with parents are a strength of the childminder's practice. She collects regular feedback about the service she provides to identify areas for development. Parents report that they believe the childminder sometimes knows their child better than they do. She supports parents with issues such as toilet training. She explains the importance of removing children's dummies to support their speech development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to keep children safe extremely seriously. She has a thorough knowledge of how to recognise when children may be at risk of harm. This includes an understanding of how to identify if a child may be the victim of grooming. She knows how to report safeguarding concerns, including allegations against adults who work with children. She keeps her safeguarding training up to date. The childminder supervises children vigilantly and carries out appropriate risk assessments.

What does the setting need to do to improve?

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

- ensure planned activities are more focused to support children's next steps in learning
- promote children's oral health more consistently, through discussions about foods and drinks that are not good for teeth, and by including teeth cleaning as part of the daily routine.

Setting details

Unique reference number	EY484370
Local authority	Stockton-on-Tees
Inspection number	10225940
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	26 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Stockton-on-Tees. She operates from 7am to 6pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation.
- The inspector took account of the views of parents through verbal and written feedback provided.
- The inspector viewed areas of the childminder's home used for childminding and discussed the safety and suitability of the premises.

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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