

Childminder report

Inspection date: 17 May 2022

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

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the nurturing childminder. They develop strong loving bonds. They seek her out for a cuddle during their play. Children make their own choices from an inviting learning environment and a wide selection of well-presented resources. They show enjoyment and become absorbed in their learning as they play with toys that spark their interest and curiosity. For example, children become engrossed in sorting out coloured balls into matching slots. They particularly enjoy hammering the balls through the holes and repeating the actions. Children enjoy the activities the childminder has planned. She has high expectations for children, reflecting well on her practice to help her tailor activities to meet children's individual needs.

Children learn to develop their independence skills, such as putting on their clothes and shoes. Older children are developing independence in managing their self-care needs, such as toilet training, in preparation for their eventual move to school. Children are well behaved. They follow the childminder's directions. For instance, they help to tidy toys away when they are asked. Children learn good hygiene practices. They learn to wash their hands independently for lunch. This contributes to how children gain a good understanding of keeping themselves healthy and safe.

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

- The childminder has worked hard since her last inspection to improve her practice. For example, she has completed several courses linked to safeguarding. This enables her to stay up to date with current procedures.
- Children settle well at the setting. The childminder offers individualised settling-in times, based on the needs of children. The childminder uses this time to get to know the family and to assess children's starting points. This helps her to plan accurately for the individual child.
- The childminder reflects on the quality of her provision. She reviews children's progress and plans interesting and enjoyable activities. The childminder completes the progress check for children aged between two and three years, which details what children can do. However, she does not include what is next for children's learning, to help parents and other professionals understand what the focus is for development.
- The childminder understands how to sequence children's learning. For example, young children learn how to do slot jigsaws. They gradually progress to putting pieces together, matching pieces to pictures and then independently making a jigsaw. This develops their understanding of problem-solving.
- The childminder successfully engages children in a wide range of conversations. She models language well. Mispronounced words are correctly repeated back to

children. This helps to encourage their speech and language development.

- The childminder focuses on developing children's physical skills. Children have regular visits to the local park, where they learn how to use large equipment. There is space in the home for children to practise ball control skills. For example, they throw, kick and catch a ball in the hallway.
- The childminder teaches children how to maintain a healthy diet. She encourages them to eat an array of healthy foods and provides them with nutritious snacks and meal choices. However, oral health has not been introduced to raise children's awareness of how to care for their teeth.
- The childminder develops a good partnership with parents. She keeps them well informed about their children's progress and works with them to meet their children's individual needs. Ideas are shared on what parents can do to support their children at home. Parents are very complimentary about the service that she provides.
- Good priority is given to supporting children's understanding of mathematics. This is because the childminder often talks about number, shape and size as children play. For example, she asks children what shape she is holding. Children confidently name shapes, such as a rectangle.
- Children develop a knowledge of their local community. For example, they enjoy daily walks in the local environment. They visit shops and mix with other children in the park and at local groups.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of her safeguarding responsibilities. She ensures that she keeps children safe when in her home and when taking them on outings. The childminder supervises children appropriately. She has policies and procedures in place and discusses how she would follow these if she believed a child was at risk of harm. The childminder is alert to the possible signs of abuse and neglect. She understands her responsibilities with regard to safeguarding issues, such as the 'Prevent' duty guidance. She implements robust records, policies and procedures, which helps to support children's well-being.

What does the setting need to do to improve?

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

- include the next steps in children's development when completing the progress check when children are aged between two and three years
- promote children's understanding of oral health and how they can care for their teeth.

Setting details

Unique reference number	2496052
Local authority	Gateshead
Inspection number	10201318
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 June 2021

Information about this early years setting

The childminder registered in 2019 and lives in Gateshead, Tyne and Wear. She operates all year round from 7.30am to 6pm, Monday to Friday, for 47 weeks of the year. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the setting and discussed how the childminder ensures it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The quality of teaching and the impact on children's learning was observed.
- A joint evaluation of an activity was completed with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector took account of the written views of parents that they provided for the inspection.

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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