

Childminder report

Inspection date: 6 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's care and are treated as part of the family. For example, babies put their arms out to greet the childminder. Older children greet the childminder's family with cuddles. Children are clearly very happy. They develop a very strong relationship with each other. For instance, when children arrive in the morning, they greet each other with enthusiasm.

Children behave well. They know the routines and expectations and follow these well. For example, the childminder puts a tidy-up song on and children quickly tidy up. Children know how they can keep themselves safe. For example, when children travel in the car, they tell each other, 'Don't forget to put your seatbelt on.' The childminder has reorganised her play space due to the COVID-19 (coronavirus) pandemic. She has also extended her wooden flooring into the play space. This means that play areas are easily cleaned and the spread of infection is minimised.

Overall, the childminder has high expectations of what children can achieve. She knows what she wants children to learn and uses everyday routines to teach these skills. Children develop their small-muscle skills as they chop their fruit for snack. As children are eating their snack, the childminder encourages them to talk about the size or shape of the fruit.

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

- The childminder identifies what she wants children to learn and plans activities to develop children's learning further. However, sometimes, activities are too difficult for some children. This is because the childminder does not consistently build successfully on what children already know, particularly in relation to early writing skills. For example, some children lose interest in a writing activity because they do not have sufficient control of their pencil to enable them to do the activity.
- The childminder generally supports her assistant well. She shares her policies with him and ensures that his first-aid certificate is valid. However, the childminder has not considered other ways that she can support him to develop his practice further. For example, she has not highlighted further training to help him to develop a deeper understanding of his role.
- The childminder thinks carefully about how she uses her environment. She has reorganised this recently to help develop children's concentration. The childminder sets up her environment based on children's interests and to build on what they need to learn next. Children make good progress.
- The childminder is committed to developing her knowledge and skills further. She attends a range of training to develop her knowledge and evaluates her practice as a result of this. For example, she has identified how she can use

everyday routines to develop learning. This has had a positive impact on children's learning. For instance, children count to 20 as they wash their hands.

- Children treat each other with respect. They share resources with each other and ask their friends if they can use the toys they are using. The childminder is vigilant and uses opportunities well to teach children how to share resources. For example, when children attempt to take a toy from another, the childminder asks, 'What could we do?' Children quickly agree to use different toys or to give each other a turn.
- Children know how they can keep themselves healthy. The childminder plans age-appropriate activities to support this. During the inspection, children enjoyed learning about how to look after their teeth. The childminder plans a range of enjoyable activities, such as stories and brushing giant model teeth. She talks to children about how to brush their teeth and uses timers to help children to understand how long to brush their teeth for. By the end of the activity, children understand that they need to brush their teeth for two minutes, and go up and down and left to right.
- Partnerships with parents are effective. The childminder finds out about where children are in their learning when children first start attending. She establishes good methods of communication to share information about children's care and learning. Parents feel that they know where their children are in their learning. They know how they can help their children at home. Parents are incredibly grateful for the support the childminder gives them on various issues, including toilet training. This establishes a shared approach to supporting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends a range of safeguarding training. This keeps her knowledge and skills up to date. The childminder has a strong understanding of the signs and symptoms that may indicate possible abuse to children. She knows the procedures to follow should she have a concern about a child in her care. The childminder has a detailed understanding of wider safeguarding aspects, such as the 'Prevent' duty. She places children's safety and security at the heart of everything she does. For example, the childminder has security cameras fitted to provide an additional level of security. Her doors are locked and high-level gates have been fitted with additional bolts to ensure children's safety.

What does the setting need to do to improve?

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

- ensure that activities to develop children's early writing skills focus precisely on what children need to learn next

- improve the support given to the assistant to help him to develop his knowledge and skills further.

Setting details

Unique reference number	2516741
Local authority	Newcastle upon Tyne
Inspection number	10191813
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in the East Denton area of Newcastle upon Tyne. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 childminder showed the inspector around the areas used for childminding and explained how she organises her environment.
- The inspector observed children playing inside and spoke to them during the inspection.
- The childminder showed the inspector a range of documentation, including evidence relating to staff suitability.
- The inspector spoke to parents and took account of their written feedback.
- The childminder explained how she manages her childminding provision and how she keeps children safe.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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