

Childminder report

Inspection date: 13 October 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

The childminder and her assistants are very caring. Children are cared for in a home-from-home environment. Parents comment that they feel as though their children are part of an extended family. Children are very happy. The childminder is aware that due to the COVID-19 pandemic, young children are finding it more difficult to leave their parents and carers. She has well-thought-out and gradual settling-in procedures to overcome this. For example, once babies have started at her setting, they attend extra sessions with their parents to reduce the number of days that they are away from the childminder's home. Even very young children settle well. Children enjoy spending time outside. They enjoy a wealth of activities, including planting, digging and construction, and they develop their imaginations. Children are safe in the setting. Due to the COVID-19 pandemic, the childminder has restricted access to the setting. She talks to parents at the door when they drop off or collect their children.

The childminder's curriculum is well designed, overall. She places a high priority on developing children's physical, social and communication skills. Children behave well. The childminder has clear expectations of their behaviour. She reminds children of her expectations and ensures that they understand these rules. For example, children respond well when the childminder reminds them to sit down when they are eating.

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

- The childminder is keen to develop her own professional development and that of her assistants. For example, she has identified training to strengthen her assistants' knowledge further. However, the childminder and her assistants are yet to strengthen their understanding of how to support babies to an even higher level, particularly in relation to their physical development.
- The childminder has a good relationship with parents. For example, she informs them about what their children are doing in her care. However, the childminder recognises that she needs to improve this further. She now needs to provide parents with even more information about how they can support their children's learning at home.
- The childminder generally gives clear messages to children about the importance of living a healthy lifestyle. For example, children have plenty of fresh air and exercise. They also enjoy home-cooked meals with plenty of fresh vegetables. Children enjoy healthy snacks, such as fruit, bread sticks and cheese. However, they are not always able to make healthier choices in relation to desserts.
- The childminder has thought carefully about her learning environment and how she develops children's interests further. For example, she has built on children's interest in cars and set up a large play table for cars. Children are engaged as

they use the cars and communicate with each other.

- The childminder values the importance of children learning from the outdoor environment. Helping to plant, harvest and prepare vegetables is an important part of the children's experience with the childminder. Even children who are more reluctant become engaged as they help to pull up the carrots and clean them. They discuss how they will use them for their tea. Some children explore the taste of raw carrots and discuss how crunchy they are.
- The childminder and her assistants seize opportunities to extend children's learning. For example, when children are exploring carrots, the childminder uses opportunities to reinforce vocabulary, such as 'big' and 'small'. She helps older children to compare sizes, introducing terms such as 'bigger'. Children quickly begin to use these terms.
- Overall, the childminder supports her assistants effectively to develop their practice further. For example, she has recently supported her assistants to speak more clearly to model effective communication. This has had a positive impact. The assistants are now very good role models as they listen and interact with each other and children clearly.
- Children's language is supported well. The childminder and her assistants listen to what children are saying and extend it further. They adapt their language when talking to younger children, introducing key words, such as 'sprinkle'. This contributes to the progress children make in communication and language.
- The childminder knows children well and understands their individual stages of development. Her curriculum is well designed, overall, and she knows what she wants children to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of the signs and symptoms that may indicate possible abuse to children. They know the procedures to follow should they have a concern about a child in their care. The childminder makes sure that her home is clean and well maintained. Where she identifies potential hazards, she takes steps to reduce accidents. For example, she has a stairgate into the kitchen and she teaches children how to keep themselves safe near the fireplace and around the stairs in the passage.

What does the setting need to do to improve?

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

- strengthen understanding of ways to support the physical development of babies and very young children
- provide even more information about how parents can support their children at home

- consider ways to help children make even more healthy choices at mealtimes.

Setting details

Unique reference number	2518294
Local authority	North Tyneside
Inspection number	10206557
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 7
Total number of places	18
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Whitley Bay, Tyne and Wear. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She provides funded education places for two-, three- and four-year-old children. The childminder is a qualified teacher.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the parts of her home she uses for childminding and explained how her curriculum is organised.
- The inspector observed children playing and learning inside and outside.
- Parents provided written feedback for the purpose of the inspection.
- The inspector talked to the childminder and her assistants at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including those relating to suitability.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2021