

Childminder report

Inspection date: 9 November 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 places an importance on children learning in the outdoor environment. She plans high-quality learning experiences for children's visits. For example, children enjoy counting shells at the beach. They draw with sticks in the mud and learn to persevere when things do not work. Parents speak highly about the experiences that the childminder provides. They are pleased that the childminder plans visits to places that they do not go as a family. Parents comment that they love getting pictures of their 'muddy, happy children'.

Children have a very good relationship with the childminder. Throughout the inspection, young children regularly go to the childminder for hugs. They demonstrate that they are happy as they snuggle on her knee for cuddles or to read a book. Children are very safe in the setting. Due to the COVID-19 pandemic, the childminder has increased cleaning and altered the way she works. For example, parents now collect their children at the door. Children understand how they can keep themselves safe. They hold the childminder's hand as they go up the stairs. They enjoy walking, and learn about being safe outside from an early age.

Children behave well. The childminder works with parents to develop a consistent approach to managing children's behaviour. Children respond well when the childminder explains to them that other children are using the toy that they want.

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

- The childminder has a good relationship with local schools. However, she has not yet explored how she can share information about children's learning and development with other settings that children attend, particularly those that she does not have direct contact with.
- The childminder has a good relationship with parents, overall. For example, she shares information about what children are doing in her care. However, the childminder agrees that she could strengthen this further. For example, she plans to gather more information about children's learning and development when they first start to support their learning even more effectively.
- Children learn how to keep themselves healthy. The childminder gives children clear messages about healthy eating and fresh air and exercise. As parents provide children's meals for the day, she sends information to them about healthy meals and packed lunches. The childminder teaches children the importance of washing their hands before eating.
- Children concentrate well for their age. Two-year-old children demonstrate very good concentration as they build with blocks. The childminder gives them time to work out solutions to problems. For example, they work out how to make the tower steadier as they stack similar bricks together. The childminder supports

children effectively as she plays alongside them and comments on what they are doing.

- The childminder plans carefully to support children's language. She places a strong emphasis on books and singing, when outside and inside her home. This focus is having a clear impact on children's language. Children confidently join in with repeated refrains and attempt to sing along to some songs. Children clearly enjoy looking at books as they sit on the childminder's knee and look at the illustrations together. The childminder plans how she can use books to develop children's learning further. For example, she puts out books that help children to talk about their feelings.
- The childminder knows what she wants children to learn and plans activities to develop this further. For example, the childminder plans a throwing activity, using beanbags to help develop children's physical skills and to talk about colours. She puts out play equipment to develop children's language skills.
- The childminder places a high priority on developing children's language. She plays alongside children and extends children's language effectively. For example, when children say, 'sky now,' she says, 'it's in the sky now'. The childminder introduces new vocabulary and uses good questioning to help children to express their thoughts and ideas.
- The childminder evaluates her setting effectively. She constantly reviews how she can improve things. She researches different approaches to supporting children's learning and implements new ideas that she feels would benefit children. The childminder is currently developing her understanding of further initiatives to support children's learning outdoors. She is also developing her awareness of activities to support children's mental health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good 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. She has an excellent understanding of broader safeguarding issues, including those that have an impact on the local community. The childminder makes sure that her home is clean and well maintained. Where the childminder has identified potential hazards, she has taken steps to reduce accidents. For example, she has a stairgate into the kitchen and the bottom of the stairs.

What does the setting need to do to improve?

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

- extend relationships with other settings that children attend to develop a shared approach to supporting children's learning and development

- gather more information from parents about children's learning and development when they first start attending, to help children make even better progress.

Setting details

Unique reference number	2518475
Local authority	North Tyneside
Inspection number	10210563
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	2 to 12
Total number of places	5
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Whitley Bay. She operates all year round, except for bank holidays and family holidays. The childminder opens from 8am to 5.30pm, Monday to Thursday. On Friday, she opens from 8am to 9am and 3pm to 5.30pm. The childminder 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 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 used for childminding. She explained how she organises her curriculum.
- The inspector observed children playing and learning.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, including evidence of her suitability.
- The inspector talked to the childminder at various points during 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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