

Childminder report

Inspection date: 29 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy and play in a relaxed, homely environment. They thrive and form strong attachments with the caring childminder. The childminder gives children's personal, social and emotional development a high focus. Children show they feel confident, comfortable and safe.

The childminder encourages children to play freely, and to use their imagination. For instance, toddlers take a doll for a walk in a pushchair. They pretend to be mummy and calm the doll gently, using soothing noises. The childminder takes this opportunity to talk about being kind and caring for others.

Children develop their fine motor skills and hand strength as they pop bubbles during games on multicoloured boards. Younger children excitedly shout, 'I pop a pink one'. The childminder repeats, 'Yes, you popped a pink one' and challenges children to pop a number of other colours and notice patterns. This helps to develop children's early mathematical language and understanding.

Children behave well. The childminder consistently supports them to understand the reasons for her rules and boundaries, such as how to share and take turns. She is a lovely role model for children and praises all children's positive behaviour. Additionally, the childminder helps children to develop their knowledge about personal safety and how to assess risks for themselves. For example, she talks about using knives and scissors safely. The childminder uses the family pets to teach children about caring for living things and to understand the associated risks involved with dogs.

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

- Since the previous inspection, the childminder has made significant improvements to her practice. For instance, she assesses children's progress regularly and makes the most of a range of training opportunities to help her improve her teaching and knowledge of child development.
- The childminder is clear about what she wants children to learn. She uses her experience and information of children's individual development to adapt activities to encourage their curiosity and learning. This helps children to make good progress in relation to their starting points in learning, including those with any identified gaps. However, occasionally, the childminder does not recognise chances to extend children's interest and concentration in activities, to help ensure that they achieve their highest potential.
- Children have fun with the childminder, who is very involved in their play. She chats freely to them, offering a running commentary about what is happening. She regularly introduces new words, rhymes and songs. Children's language is

developing well.

- The childminder has very good links with parents, local groups and primary schools and shares relevant information with adults who also share care for the children. This helps all adults to work together to meet children's care and learning needs.
- Children develop good personal hygiene skills. For instance, the childminder consistently teaches children about healthy lifestyles. She starts conversations about good handwashing regimes, brushing teeth and healthy food choices.
- Children benefit from many experiences outdoors and trips in the local community. The childminder ensures that the premises, garden and outings are safe for children. She completes effective risk assessments each day and teaches children about road safety.
- Parents speak highly of the childminder and say that she 'goes above and beyond.' They share that communication is strong and that the childminder has supported families through difficult times. Parents comment on the 'amazing progress' that their children have made during their time with the childminder, in particular for speech and toilet training.
- The childminder knows children well and plans meaningful activities to help to develop their next steps in learning. She provides interesting toys, books and resources for children to build on their own interests, however, these are not easily accessible to children. This sometimes reduces opportunities for children to select activities and widen their experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms which might suggest that a child is at risk of harm. She has recently undertaken her own research and several child protection training courses online. The childminder is confident in her understanding of local procedures to be followed if she has any concerns about the safety or welfare of children. This includes reporting any allegations made against her or another adult. The childminder ensures that all required documentation to safeguard and support children's welfare is in place, such as children's personal details and their record of attendance.

What does the setting need to do to improve?

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

- enhance teaching to enable children of different ages and abilities to focus, concentrate and stay fully involved in a variety of contexts
- ensure that there are sufficient resources for children to readily choose from, to support their learning and development in all areas of learning.

Setting details

Unique reference number	2545206
Local authority	Sunderland
Inspection number	10243800
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 May 2022

Information about this early years setting

The childminder registered in 2019 and lives in Sunderland. She operates all year round from 8am to 6pm, Monday to Saturday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jan Harvey

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 held a learning discussion with the childminder. She explained how her curriculum and setting is organised for children's learning.
- The inspector observed the childminder's interactions with children during their play and assessed the impact of the curriculum on their learning and development.
- The inspector viewed the areas of the premises that are used for childminding.
- The inspector took account of the views of parents from written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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