

Childminder report

Inspection date: 13 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in this warm and welcoming, home-from-home environment. Children's behaviour is very good and they are supported to manage their own feelings. Children develop excellent relationships with the childminder, and they seek her out to share experiences and to celebrate achievements. For example, when they have success after trying for a long time to complete a puzzle. Children are encouraged to be independent. For example, they are supported to put fruit into their own snack bowl, put on their shoes and get resources of their choice out to play with.

Children hear and sing songs and rhymes linked to the activities they are engaged in. This introduces new language and mathematical concepts, and children join in with excitement. They sing both indoors and outside, linked to what they are doing and can see. For example, when a rainbow is drawn, they start to sing together 'I can sing a rainbow'. The childminder is very responsive to children's needs and interests. Children are able to explore their environment independently and they can go out into the garden when they want to. They talk together, sharing their experiences throughout their day, both indoors and outside.

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

- Children enjoy playing outdoors. They smile with excitement as they jump, swing together on the swings and kick the ball around the garden. This helps children to make excellent progress in their physical development. Children explore the wildlife around the garden, listening to the different sounds they make. They laugh together as they share past experiences when different animals appeared in the garden. However, the childminder does not ensure her outdoor environment fully supports children's learning in all educational programmes, to ensure there is a broader curriculum outdoors.
- The childminder understands the importance of developing children's communication skills. She models new vocabulary and has frequent conversations with children and comments on their play. Children are encouraged to use their new language, responding to a good mixture of effective questions. For example, after snack the childminder asks children, 'Where has all of the snack gone?' Children are given time to think before they reply saying, 'It's in my tummy'. Children respond with careful consideration. They make good progress in their communication skills, and use this in their everyday play.
- Children have access to a range of books and independently seek out opportunities to read stories. They choose to share them with the childminder, and she reads to them with joy and excitement, introducing puppets to support the stories. This encourages children to enjoy reading and sharing stories with

others.

- Children experience planned activities that build on what they can already do. This enables them to make good progress in their learning. However, the childminder does not consistently use what she knows about where children are in their learning to identify any possible gaps in their development, to support their achievements to a higher level.
- The childminder introduces mathematical concepts throughout the day in many different activities. This encourages children to develop their own mathematical language. They count the number of jumps they make outside and how many steps there are to climb up to the slide. As they swing on the swings, the childminder talks about positional language. For example, she explains to children, 'You go backwards, and I go forwards.' Children are encouraged to count the number of orange segments into their bowl at snack time. With the childminder's support they then compare the number of segments with their own age.
- The childminder works in partnership with parents, to ensure there is consistency for children in care routines. She shares information about what children have been learning. This encourages parents to share what their children have been doing at home and times when they are on holiday.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses professional development, including first aid and safeguarding. She knows how to keep children safe. The childminder is aware of different signs and symptoms of possible abuse. She knows her responsibilities regarding wider issues, including the 'Prevent' duty and county lines and knows who to report any concerns to. The childminder makes sure that the environment is safe for children and carries out daily risk assessments, including the garden. Children are reminded how to keep themselves safe and demonstrate this as they play outdoors.

What does the setting need to do to improve?

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

- extend the range of children's outdoor learning experiences to further build on what children already know and can do, to enhance their learning
- use assessments more effectively in curriculum planning, to ensure any possible gaps in children's learning are identified and supported.

Setting details

Unique reference number	2552907
Local authority	Gateshead
Inspection number	10225987
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 7
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Gateshead. She operates from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Lianne Dixon

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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

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