

Childminder report

Inspection date: 23 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 happy and content in this welcoming setting. They have warm and affectionate bonds with their childminder, who is passionate about providing a nurturing experience for children. Children are keen to include the childminder in their activities and she is happy to be involved. This adds to children's enjoyment and learning. For example, the childminder joins in with children when they are working out how to create a pulley for a truck and together they find a solution. This demonstrates to children that their learning is important and helps them to feel secure.

The childminder is a good role model and treats children with kindness and respect. This instils positive values. As a result, children learn how to treat others. Older children enjoy helping younger ones and are considerate of their needs. For example, older children help younger ones wash their hands before lunch. Children behave well. They are polite and respectful, routinely saying 'please' and 'thank you' without prompting. Children understand what is expected of them. For example, they happily choose which 'tidy-up song' they will have while they put their toys away before lunch.

The childminder creates a home-from-home environment for children in which they can feel safe. There is a well-resourced outdoor classroom which children access freely. Inside, there is a wide range of toys and resources for children to select independently. Children choose confidently and play happily together.

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

- The childminder develops an ambitious curriculum for children. She demonstrates a good understanding of how to support children's progress. The childminder knows children well and can describe what she wants them to learn and to be able to do. She ensures that children are secure in their learning before they move on to the next stage.
- The childminder places a priority on supporting children's communication and language. She engages children in conversations and supports them with new words. The childminder repeats words to increase children's vocabulary and gently supports their correct pronunciation. She speaks clearly to younger children, so that they can understand easily. However, at times, the childminder does not use questions which further develop children's thinking skills.
- The childminder takes opportunities to support children's mathematical knowledge and skills. For example, she routinely counts items as children play with them. Children are encouraged to count throughout their activities. The childminder uses mathematical language, such as 'larger' and 'smaller', when comparing the sizes of the model animals that children are playing with. This

supports children's understanding of mathematical concepts.

- Children are supported to become increasingly independent. They lay the lunch table, counting out and carrying the cutlery from the kitchen. Children use cutlery to competently feed themselves. This helps them to be confident in their own abilities.
- The childminder arranges her home so that children can make choices about their play and learning. This encourages children to develop their own interests and ideas. The childminder is thoughtful about where resources are placed. For example, the childminder sets up some resources in the hall area, so that she can supervise children while she is cooking their meals, without limiting their learning opportunities.
- The childminder provides children with plenty of opportunities to explore outside the home. Children benefit from outdoor exercise every day. The childminder knows the benefits of the 'daily mile', and how this supports children to develop a healthy lifestyle. The childminder arranges trips to the park and other places based on the children's interests.
- Partnerships with parents are good. When children start, the childminder gathers information that will help her to develop knowledge about each child's care needs and this helps them to settle quickly. She uses a daily online communication diary and provides verbal feedback. Parents share information and photos during the day and the childminder shares these with children.
- Although the childminder has undertaken some training, she has not established a programme of professional development to ensure that she consistently extends her skills and knowledge over time.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of safeguarding and child protection. She knows how to recognise the signs that a child might be at risk of harm and the correct procedures to follow. She is aware of her responsibilities under the 'Prevent' duty and where she suspects female genital mutilation. The childminder has a clear fire evacuation plan. She ensures that her first-aid qualification is kept up to date. The childminder's home is safe and secure and maintained to a high standard. Children are supervised diligently. They are encouraged to tidy away toys to minimise hazards to their health and safety.

What does the setting need to do to improve?

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

- enhance the use of questioning skills to help to develop children's thinking skills
- develop a targeted plan for professional development to enhance skills and knowledge further and raise the quality of education to the highest level.

Setting details

Unique reference number	2568819
Local authority	North Tyneside
Inspection number	10214907
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in North Shields. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Bell

Inspection activities

- This is 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 this into account in her evaluation of the setting.
- The inspector observed interactions between the childminder and the children and reviewed the impact on children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this has on children's learning.
- The childminder discussed children's progress and next steps in learning with the inspector.
- The inspector and the childminder looked around the premises together and discussed safety procedures.
- The childminder spoke to the inspector about how she organises her provision and about how she uses the premises to care for children's well-being and safety.
- The inspector viewed some key documentation, including qualification certificates, first-aid certificates, accident records and two-year-old progress checks.

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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