

Childminder report

Inspection date:

6 December 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 have fun and thrive in this warm, welcoming setting. They form secure attachments with the childminder, who is caring, gentle and kind. Children settle quickly into the setting. They hang family photos on a tree to register themselves into the setting. This helps them to develop a sense of belonging. Children happily engage in the exciting and interesting activities the childminder has planned. They are motivated to learn and concentrate for long periods of time, developing their creative skills. For example, children select buttons and sequins and cut patterns into dough.

Children are exceptionally well behaved and polite. The childminder uses highly effective, age-appropriate strategies to help children understand how to share and take turns. Younger children explore their environment with confidence. They are independent and make their own choices. Older children consistently keep on trying hard. For example, they concentrate as they try to work out mathematical problems. Children are familiar with the routines of the day. For example, they eagerly sit to take part in the 'what is in the box' activity. Children shake bells enthusiastically joining in with familiar songs and rhymes. This helps to develop children's communication skills. The childminder provides ample opportunities for children to develop their physical skills. They thread large wooden beads, roll and squash dough and build with wooden blocks. This helps to develop children's small-muscle skills.

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

- All children demonstrate expert independence. They wash their hands before snack and competently put on their coats and shoes. At mealtimes, even the youngest children carefully and independently select and peel fruit and pour their drinks. All children clear away after snack and tidy toys away before accessing more resources. This effectively supports children's developing independence skills.
- The childminder plans exciting outings that provides children with a rich set of experiences. Children benefit enormously from visits to the woodlands, forest school and the aquarium. They begin to discuss the animals they see on their walks and how some animals are 'nocturnal' and some 'hibernate'. This helps children to develop an excellent understanding of nature and the wider world.
- The childminder promotes children's personal, social and emotional development very well. Children are exceptionally well behaved. They have a deep understanding of the childminder's rules, which they follow in an exemplary manner. The childminder encourages children to express their feelings. Children learn to tell each other how they are feeling. For example, younger toddlers remind older children that they must allow them space to play. This results in

very calm and happy children who are developing positive attitudes to each other.

- The childminder works closely and effectively with parents. Parents are highly complementary about the childminder. They say their children are very happy to attend and are developing very well. Parents value the information and advice they receive. This helps parents support children's learning at home.
- The childminder is a reflective practitioner. She attends training to develop her knowledge and skills and uses them within her daily practice. For example, the childminder uses strategies from a communication course to further develop children's language skills. The childminder regularly meets with other childminders to reflect on their practice. However, she has not yet fully developed relationships with the local nursery to share information about children's learning and development.
- The experienced childminder continuously assesses children's development and has a clear understanding of what they need to learn next. She confidently uses interactions during play to support children in developing their knowledge and skills. She regularly monitors children's progress. This helps children make good progress from their starting points.
- Children's language is very well supported. The childminder provides a language-rich environment. She narrates as children play and speaks clearly, introducing new words to extend children's vocabulary. For example, as children play imaginatively the childminder introduces words such as 'stethoscope' and 'thermometer'. She regularly asks questions and encourages children to join in when reading a story. This helps to extend children's speaking and listening skills.
- The childminder is truly committed to promoting equality and diversity. She expertly encourages children to discuss how they have different families and how their features are different. This helps children to reflect on their similarities and differences and understand what makes them unique.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends training and carries out independent research to help keep her knowledge up to date. She has a good knowledge of possible signs that a child is at risk of harm and of how to report concerns. The childminder understands the procedure to follow should an allegation be made against her or a member of the household. She is aware of issues that may compromise children's welfare, such as the effects of radicalisation, extremism or county lines. The childminder ensures that the premises are safe and secure. This ensures children's safety while they are in her care.

What does the setting need to do to improve?

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

- develop partnerships with local nurseries to provide consistency in supporting children's learning and development.

Setting details

Unique reference number	2597408
Local authority	North Tyneside
Inspection number	10251438
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	1 to 8
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 2020. She lives in Whitley Bay, Tyne and Wear. The childminder provides childcare from Monday to Thursday, all year round, from 7:45am until 17:30pm. She holds qualified teacher status. The childminder provides funded early years education for children two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- This was the first routine inspection the childminder has 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 discussed how the childminder organises their early years provision including the aims for the curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting through written feedback.

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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