

Childminder report

Inspection date: 1 March 2023

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 enjoy lovely relationships with the childminder at this friendly and welcoming setting. They form close bonds and clearly enjoy each other's company. The childminder is caring, patient and kind. She knows the children in her care individually very well. Children are very happy, settled and secure. New children settle in quickly. Children benefit from secure routines and gentle reminders for positive behaviour. The childminder encourages children to share as they play with prams and baby dolls. Children take turns at bingo and board games. They play cooperatively together.

Children have daily access to fresh air and exercise through walks and play in the childminder's spacious and enclosed garden. They benefit from nutritious meals, drinks and snacks. The childminder encourages good hygiene routines. For example, she encourages children to cover their mouths when they cough. Children are growing in independence. The childminder encourages them to zip up their jackets, hang up their coats and bags, and choose what they would like to play with next. She provides opportunities for children to make simple choices and decisions. For example, children choose what colour paper they would like to draw on and which tools to play with as they explore with sand. The childminder clearly praises and encourages the children. This helps build their confidence and self-esteem.

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

- The childminder plans fun and exciting activities and experiences she knows will interest children and extend their learning. The childminder models new skills to children and provides clear instructions.
- There is good support for children's developing communication and language skills. Children share stories with the childminder and sing songs and rhymes. The childminder talks to children about their play and introduces new words to help extend their vocabularies.
- Children have good opportunities to explore and are fully engaged in their learning. They are enthusiastic and eager to learn. However, questions posed by the childminder do not always encourage children to think of their own solutions to problems and ideas.
- The childminder plans strong support for children's physical development. Children build their strength and coordination through swimming with the childminder at the local pool. They develop flexibility and coordination through play in the childminder's garden and visits to soft-play centres.
- Children develop smaller muscles in their fingers and hands through opportunities for drawing and making marks. They mould, roll and press dough and move around small-world toys and figures.

- The childminder provides good opportunities for children to explore different textures and to use their senses. For example, they explore with sand, soil, tinsel and artificial grass. Children learn about the natural world and life outside the setting through trips to parks and a local farm.
- The childminder plans strong support for children's developing mathematical skills. For example, children count the number of rockets on jigsaws as they play. They discuss their favourite colours and how heavy the models are that they make.
- The childminder has established good relationships with the local school that children also attend. She has experience of caring for children with special educational needs and/or disabilities and understands the importance of working with other professionals in health and education. This helps to provide a consistent approach to support for children's development.
- The childminder works well in partnerships with parents who have high praise for her and the service she provides. Parents say she is friendly, caring, professional and approachable. They praise the variety of activities and experiences she provides. Parents say they feel well-informed about their children's day.
- The very experienced childminder keeps her skills and knowledge up to date. She provides good support for her assistants and encourages their continuous professional development.
- The childminder gathers views from parents and children. She reflects well on experiences for children and uses this information to plan continuous improvements. The childminder is committed to her work and dedicated to providing a home-from-home experience for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminders home is clean, comfortable and secure. The childminder has a good understanding of how to teach children to stay safe. For example, children know not to go into the kitchen without supervision. The childminder keeps herself up to date with any changes in legislation. She shows a good awareness of the wider aspects of safeguarding. The childminder attends safeguarding, food hygiene and first-aid training. She demonstrates a sound knowledge of safeguarding signs, symptoms and procedures. The childminder knows who to contact should she have a concern about a child and the procedures she must take to keep them safe.

What does the setting need to do to improve?

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

- vary questions to encourage children to think of their own solutions to problems and ideas.

Setting details

Unique reference number	2611906
Local authority	North Tyneside
Inspection number	10276072
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 12
Total number of places	6
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Wallsend, North Tyneside. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with assistants before and after school. She holds an appropriate qualification at level 3. The childminder is registered for funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- This was 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 that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and inspector reflected on the children's play together. The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector took into account the views of a number of parents.

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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