

Childminder report

Inspection date: 4 July 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

The childminder's aim is for children to be happy and to thrive. Her warm approach helps children to feel safe and secure in her care. Children show a strong sense of belonging, confidently choosing activities from the wide range on offer. The childminder thinks carefully about what she wants the children to achieve when planning activities and experiences. This helps all children to learn more. Children become increasingly confident to explore textures when they make 'frogspawn' from seeds and water. The childminder talks to them as they play and models lots of new words, which helps them to build on their vocabulary. Children develop an understanding of early mathematics. For example, the childminder talks to them about weight and position when they balance toys on a see-saw.

The childminder is kind and caring, and she encourages the same values in children. She encourages children to nominate one another for a sticker note on the 'kindness cushion'. Children are eager to help one another, for example, by turning off the tap for a friend. Older children share different-coloured beads with younger children who want to join their play. The childminder's gentle reminders for good behaviour help children to learn to consider how their actions can affect others.

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

- The childminder observes children at play and uses her findings to plan activities that support their ongoing progress. She understands the importance of children developing foundation skills for later learning. For instance, she encourages children to squeeze water bottles and use tweezers to strengthen their hands ready for early writing.
- Children are curious, confident learners. The childminder encourages them to develop their own ideas during play. However, occasionally, when children encounter challenges or difficulties during play, she quickly offers them a solution. The childminder does not always give children time to try to work through problems by themselves.
- The childminder is aware of the impact that the COVID-19 pandemic has had on some children's experiences before starting in her care. She takes children to group activities and spends time with other childminders and children. This helps children to further develop their social skills and become more confident as part of a larger group in preparation for nursery or school.
- Children are independent and resilient. The childminder teaches them to pour their own drinks at snack time and manage their own clothing and shoes. Children successfully put on their own coats ready for outdoor play and exclaim, 'I can do it!' They receive plenty of praise from the childminder, which helps to raise their self-esteem.

- Parents say, 'The level of exceptional service is more than we could have ever expected.' They welcome frequent feedback and support from the childminder for continuing their child's learning at home. For example, parents say that their children have developed an increased interest in books since receiving story bags to share with their children.
- The childminder strives for excellence. She gathers feedback from parents and acts on it quickly. For instance, she has changed how she shares information about children's progress with them. Professional development helps to build on practice. For example, following training, the childminder has strengthened her understanding of high-quality provision for the youngest children attending.
- Children benefit from fresh air and exercise on visits to local parks and play areas. The childminder provides healthy snacks and encourages regular handwashing. This supports children's physical health well. However, the childminder has not fully considered ways to help children to understand even more about the importance of good hygiene routines and making healthy choices.
- The childminder values children's individuality and teaches them about celebrations and festivals outside of their own experiences. Children learn about different customs and beliefs in their community and the wider world. The childminder actively challenges stereotypes. For example, when children categorise stories as for either boys or girls, she explains how everyone can choose any books they wish.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows about the types of abuse that children can suffer from and how to identify children at risk of harm. She keeps her knowledge of safeguarding up to date, for example, by attending local authority briefing sessions and relevant training courses. This helps the childminder to know what to do and who to contact if she is concerned about a child's welfare. The childminder has good knowledge of a wide range of factors that can impact on a child's well-being, including the risks posed by extreme views and behaviours. The childminder carries out risk assessments to help to ensure that her home is safe and secure for children.

What does the setting need to do to improve?

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

- give children more time and opportunities to learn how to solve their own problems during play
- help children to understand more about the importance of good hygiene routines and making healthy lifestyle choices.

Setting details

Unique reference number	2637778
Local authority	North Tyneside
Inspection number	10295700
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 6
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 2021 and lives in Whitley Bay, North Tyneside. She operates from 7.30am to 5.30pm, Tuesday to Friday, and from 7.30am to 9am and 3pm to 5.30pm on Monday. The childminder operates during term time, with occasional care, by arrangement, during school holidays. The childminder is a qualified teacher. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 she uses for childcare. She discussed her early years curriculum and how she organises her provision.
- The inspector observed the childminder's teaching and assessed its impact on children's learning.
- The childminder talked about leadership and management matters and provided a range of documents for inspection.
- The inspector spoke to children at appropriate times during the inspection. She took account of parents' views from written feedback provided.

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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