

Childminder report

Inspection date: 21 May 2024

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 content at this welcoming setting. They form warm and secure attachments with the caring childminder and her assistants. Children play an active part in their own learning in the well-organised play environments, which support children's curiosity. For example, they have many opportunities to explore, investigate and learn outdoors. Children whoop with joy as they explore hundreds of non-toxic, multi-coloured sensory beads that expand in water. All ages of children remain fascinated for long periods, excitedly using them in different ways. Some children count and compare them, and others use them as pretend food in the play kitchen.

Children communicate their understanding of the world with confidence. For example, they learn about life cycles as they watch caterpillars turn into butterflies. The childminder introduces new words, such as, 'pupa', 'chrysalis' and 'incubate'. Older children remind their younger friends to be quiet because they are asleep and growing, and tell them not to shake them. This excites and motivates children to learn across all areas of the curriculum. Additionally, they are learning to care for living things and the environment.

The childminder and her assistants are very positive role models for children. They are kind and polite and set high behavioural expectations. Children's behaviour is consistently good, particularly older ones who demonstrate a good awareness of sharing and how to be kind. The childminder and her assistant provide consistently gentle reminders when required. This helps younger children to understand how their actions can make other people feel.

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

- The childminder designs an educational programme that accurately prioritises children's individual needs and builds successfully on what children can do. Children make good progress, particularly in their personal, social and emotional skills. However, at times, the childminder and her assistants do not fully engage younger children to help them to achieve their maximum potential. This is because older children occasionally dominate play and routines.
- The childminder and her assistants work well together. This helps to ensure that the organisation of the setting is good for every child, including those with any identified gaps in their development, such as communication and language. The childminder makes sure that her assistants enjoy regular coaching and supervision sessions to review their teaching and practice, and to ensure their well-being is well promoted. She models good teaching and makes positive changes to improve outcomes for children. For instance, the childminder has joined an early years professional development programme and shares the tips

and advice she has learned.

- Children learn to follow rules and take turns. For example, during a captivating circle time, they wait to use props in traditional nursery rhymes and Jewish prayers and phrases. The childminder praises children of all ages for their 'good listening' and 'good sharing'. This helps to prepare children for life in modern Britain. Children are very respectful to adults, visitors and their peers.
- The childminder encourages children to be as independent as possible. They make their own fresh fruit kebabs and feed themselves. During the inspection, older children blow their own noses and go to the toilet independently. The childminder encourages children to drink fresh water to stay hydrated. She and her assistants consistently help to promote healthy lifestyles to children.
- Parents are overwhelmingly positive about the childminder and the service she provides. They comment on the excellent communication and her drive to keep improving for the benefit of the children. Parents say their children have made fantastic progress, especially in their speech and memory skills, since joining.
- Overall, the childminder helps children to learn how to keep themselves safe. For example, she helps younger children to notice when they need to change their wet clothes after water play. Her assistants remind children about using cutlery safely. However, this protective childminder recognises that they sometimes do not fully support younger children to help them to identify risks for themselves, such as when using scissors, tweezers and kebab sticks independently.
- The childminder attends to children's care needs very effectively. She is quick to recognise when children may be hungry, tired or in need of a cuddle. The childminder responds well to their individual requirements. These positive attachments to the childminder, her assistants and each other help children to feel emotionally safe and secure. Older children look out for younger ones affectionately, displaying a very warm and friendly nature.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan activities and routines more carefully so the youngest children can engage successfully to help them to achieve their maximum potential
- improve skills to fully support children's knowledge and understanding of how to identify risks themselves.

Setting details

Unique reference number	2645196
Local authority	Gateshead
Inspection number	10335256
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Gateshead. She operates during term time, from 8.55am to 1.05pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 3. She routinely works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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 childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The childminder's assistants spoke to the inspector during the inspection. Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the assistants working in the setting.
- The inspector met several parents and considered parents' views from written feedback and the progress checks completed when children are aged between two and three years.

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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