

Childminder report

Inspection date: 7 July 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thoroughly enjoy their time with this dedicated childminder. The childminder provides plenty of cuddles as children snuggle into her as they look at books together. She provides daily activities to excite and engage children. Parents comment that the childminder's setting is their children's favourite place to be. The childminder shows children how to use knives safely. For example, she uses hand-over-hand guidance to help two-year-old children to cut fruit with good control.

The childminder's curriculum is ambitious and shows clear intent. She has a strong focus on developing children's communication and language. The childminder focuses on helping children to develop new skills and plans further opportunities for them to rehearse and practise them. Children are highly engaged as they play in the rice. The childminder introduces numbers as she puts beads in numbered shells. Two-year-old children talk about putting beads in a shell labelled number two and then three, four and five. When children play outside, they practise these skills as they count forwards and backwards, recognising numbers to three.

Children behave well. The childminder consistently reminds children of her expectations. Children demonstrate a very good understanding of why rules are in place. They demonstrate exceptional respect for their age as they wait patiently while other children wash their hands.

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

- The childminder's strong curriculum intent is clear in whatever she does. The childminder focuses specifically on developing verbs, such as 'scooping, filling' and 'pouring', to help children's language development. As children play in the rice, they use the verbs in their play. This significantly increases children's learning.
- The childminder ensures that the experiences she offers are sequenced in a way that supports children to develop skills over time. An example of this is when the childminder focuses on children developing large-scale movements to support their later writing skills. Children use ribbons to make lines and circles. They begin to transfer these skills onto large rolls of paper and demonstrate excellent control for their age.
- The childminder provides challenges to help children to solve problems. For example, she wraps sea creatures in nets and plastic. This encourages children to work out how to free the sea creatures. Children persevere well, particularly as they work out how to free the starfish from the net. Children show extremely high levels of concentration for their age.
- The childminder has created a language-rich environment. She uses strategies, such as listening, repeating and modelling words and phrases, which are highly

effective in developing children's communication skills. Two-year-old children communicate competently as they talk about the bumble bees flying in the garden. The childminder has an in-depth understanding of how she can give children an excellent start to later literacy learning. She recognises the value of books, rhythm and rhymes. She focuses specifically on ensuring that children know eight rhymes by the age of four years to help with their reading and spelling. Children make excellent progress in this area.

- The childminder gives children a rich range of experiences to learn about their community. She plans activities to give children a wealth of experiences beyond their own. For example, the childminder provides coherently planned physical play opportunities to ensure that children, who do not have a garden, develop their skills. She has recently set up a toddler group to give children opportunities to get to know other children in a community where toddler groups and soft-play centres have closed down due to the COVID-19 pandemic. Children help at the local allotments and understand their role in keeping their environment clean and tidy.
- The childminder has a clear focus on ensuring that her knowledge and skills develop over time. She uses training, webinars and research to strengthen her skills further. For example, she talks about how she has reviewed her setting following training on the different areas of learning. Recent training has transformed the way the childminder supports children's literacy, including the order in which she introduces rhyming words. For example, she uses long vowel sounds as these are easier for children to hear.
- The childminder has highly effective communication with parents. She uses photos to illustrate and celebrate children's learning with parents. For example, the childminder celebrates children's physical skills with pictures of them pouring or climbing up the slide backwards. She discusses with parents how they can support their children's learning further, focusing on precise learning, such as modelling the use of pronouns. They work together to support children as they move through stages, such as potty training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how she can keep children safe. She keeps her knowledge and skills up to date. The childminder talks confidently about any local safeguarding issues in the local area. She knows the local procedures to follow should she have a concern about children's welfare. The childminder talks confidently about the signs and symptoms that may indicate that a child is suffering from abuse. Her home is safe and secure. For example, the childminder keeps her doors locked to prevent unauthorised people entering. She supervises children well, for example, as they go upstairs or climb on a chair to wash their hands.

Setting details

Unique reference number	2646282
Local authority	Gateshead
Inspection number	10295785
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Ryton. She operates all year round, from 7.30am to 5.30pm, Wednesday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Elizabeth Fish

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 her home and explains how she manages her curriculum.
- The inspector observed children playing and learning and evaluated the impact on children's learning.
- The childminder evaluated an activity with the inspector.
- Parents provided written feedback for the purpose of the inspection.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including those relating to her suitability and those of other household members.
- The inspector talked to the childminder to find out how she manages her setting and keeps children safe.

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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