

Childminder report

Inspection date: 1 August 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

The childminder has a very calm manner and provides a relaxed and nurturing environment. All children are happy, settled and present as being safe and secure. Even new children settle very quickly. Children form good relationships with the childminder, with each other and with a wider circle of friends they meet at a social group. Children thrive in the stimulating environment. They happily participate in different activities and have a positive attitude. The childminder helps children to participate for extended periods. This promotes their concentration skills. All children are making good progress in their learning and development.

The childminder builds children's confidence and self-esteem. She praises them for their efforts and highlights when they are doing well or being kind to each other. Children are well behaved. They receive very good support and attention from the childminder, including around potty and toilet training routines. The childminder knows the children in her care really well. She knows which children may be more tired in the afternoon so she ensures they have opportunities for certain experiences during the morning. For example, younger children's independence is promoted when they prepare snack during the morning and the older children do this in the afternoon.

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

- Overall, children benefit from an interesting and varied curriculum. However, this is currently geared more towards the older children, which has some impact on the learning of those children who are younger. The childminder does ensure though that activities are adapted so that all children can participate, such as in play dough activities.
- Children benefit from a well-thought-out routine. The childminder ensures that children have regular opportunities to engage and be involved in different learning experiences that are built into the daily routine. For example, they engage in regular singing, discussion and story times to promote their communication and language.
- The childminder skilfully extends story sessions and children's engagement with the use of props, such as animals and finger puppets. Children show an interest in books. They enjoy joining in with the stories and making different animal sounds.
- The childminder encourages and supports children's expressive art and design really well. Children are able to think creatively and extend and adapt activities with their own thoughts and ideas. For example, after playing with a sensory sheet, children transform this into different-shaped balls. They think about what fixing tools they need to keep the shape.
- The childminder promotes children's physical development and their hand-eye

coordination by throwing and catching with them the balls they have made. This also promotes children's confidence and self-esteem.

- Children have opportunities for experimenting. They ask for water to make the play dough 'more slimy'. They also use scissors like tweezers to transport small figures around a play castle. This supports children's physical development.
- The childminder promotes children's good health and well-being. She ensures they receive healthy snacks and drinks. She also ensures that children have rest and quiet times throughout the day when needed.
- The childminder teaches children good personal hygiene routines and they know that they wash their hands so there are no germs on them. The childminder also helps children to learn about the importance of oral health and how different food and drinks can affect their teeth.
- The childminder ensures that children have regular opportunities for learning outdoors. As well as playing in the garden, they visit, for example, the nearby beach, country park and attend weekly forest-school sessions.
- The childminder prepares children for moving on to school. As well as opportunities for developing independence, she also promotes children's early mathematics and literacy skills. For example, she encourages children to count when they are building with bricks. She also helps children to identify the different shapes used with the play dough.
- The childminder works well in partnership with parents. She ensures they are kept informed about their child's development and progress. The childminder seeks parents' views and comments to help her evaluate and continuously improve her provision. The childminder has also attended some online seminars since her registration. However, they have not yet focused on improving her knowledge of teaching and learning further, to enhance the quality of her provision.

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:

- consider the curriculum for babies more closely, to ensure that learning experiences are as effectively planned for the youngest children
- develop a more targeted plan for professional development, that includes, for example, how to further increase the range of the curriculum.

Setting details

Unique reference number	2681407
Local authority	North Tyneside
Inspection number	10360714
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 5
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Whitley Bay, Tyne and Wear. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

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 premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of parents' written views as part of the inspection.
- The childminder provided the inspector with key documentation used for the efficient management of the setting.

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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