

Childminder report

Inspection date: 13 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

All children are happy, secure and content. They have excellent relationships with the enthusiastic, caring childminder. Children are independent and confident, and the childminder supports this well. For example, younger children remove their outdoor shoes and hang up their coats on individual pegs. Younger children have many opportunities to develop their small-muscle skills and hand-to-eye coordination. For example, they concentrate and successfully roll coloured balls down a tower and manipulate bricks to build a jail.

The childminder helps to promote healthy lifestyles and involves children in learning about their health and well-being. Children learn to follow good hygiene practices as they independently wash and dry their hands. Furthermore, the childminder teaches children about the importance of dental hygiene as they use a toothbrush to clean a large set of teeth.

The childminder is a very good role model. She teaches children to be kind and respectful. For example, she encourages children to remember to say please and thank you as they play. The childminder has clear rules and boundaries in place, so that children know what is expected of them. For example, children know to tidy away activities before they get out any more resources. Behaviour is very good. Children receive lots of praise and encouragement from the childminder. This helps to develop their sense of worth and self-esteem.

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

- Overall, the childminder helps children to develop their understanding of mathematics well. For example, she talks to children using language including 'large' and 'small' and talks about the positions of objects. However, the childminder, occasionally, misses opportunities to develop children's counting skills, in order to raise their achievements to a higher level.
- The childminder demonstrates a good overall understanding of the curriculum she provides for children. She observes and plans activities to support children's development and to narrow any possible gaps in their learning. The childminder has identified that, due to the COVID-19 pandemic, some children need to further develop their communication and social skills. In order to further develop these skills, the childminder attends a local playgroup with children, so they can play and mix with others of a similar age.
- The childminder takes children on outings to various places of interest in the local community. For example, they go to the library, post office, shops and to the local school. Children are learning about the world and the community around them. They develop a good understanding of diversity beyond their immediate family and enjoy learning about different festivals and celebrations.

For example, children celebrated 'Burns Night' where they cooked and tasted haggis.

- Children's language development is well supported. The childminder skilfully introduces children to new words and concepts as they play and explore. For instance, she introduces words, such as 'dissect', as they take apart role-play food. The childminder engages in conversations with children and asks them relevant questions. She places a strong emphasis on literacy and regularly sits with children and shares their favourite story of 'Compost the Cat'. This helps to develop children's speaking and listening skills.
- The childminder gives high priority to her ongoing professional development. For example, she has attended many courses since her last inspection to help ensure better outcomes for children. She is a reflective practitioner and constantly reviews her practice to ensure it meets the individual needs of the children in her care.
- Partnerships with parents are good. The childminder has a comprehensive parent booklet, which she shares during their initial visits. She gathers key information about children's development and uses this to plan effectively to meet children's individual learning needs. The childminder regularly shares information about the progress children make and the care they receive. Parents speak very highly of the childminder. They say they know their children are safe, well cared for and are making good progress. Parents comment that the childminder is 'like a member of the family'.
- Children are well behaved, enthusiastic and motivated to learn. Young children concentrate and successfully twist a plastic cog onto a board. They persevere and are delighted when they are successful. The childminder responds with praise which helps to develop children's confidence. Children are polite and thoughtful. For example, they say 'excuse me' when they want to gain the childminder's attention.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She undertakes regular training to ensure that her safeguarding knowledge remains up to date. The childminder knows what to do and who to contact if she has a concern about a child's welfare. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder is mindful of various safeguarding issues, including the 'Prevent' duty, county lines and female genital mutilation. The childminder regularly risk assesses her home to ensure that she provides a safe environment for children to play.

What does the setting need to do to improve?

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

- make better use of opportunities to develop children's counting skills to raise their achievements in mathematics to a higher level.

Setting details

Unique reference number	305513
Local authority	Sunderland
Inspection number	10218458
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	0 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 September 2016

Information about this early years setting

The childminder registered in 1994 and lives in Washington. The provision operates Monday to Friday from 7.30am to 5.30pm all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector looked at a range of documentation, such as evidence of the childminder's suitability and her training certificates.
- Children spoke to the inspector during the inspection.
- A joint evaluation of an activity was completed with the childminder.

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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