

Childminder report

Inspection date: 12 June 2023

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

Children thrive in the care of this caring childminder. Parents comment that their children love going to the childminder's house. Children are very happy in the childminder's care. They demonstrate this as they happily talk to her while they play or eat their snack. Younger children smile in delight as they play a game outside with the childminder. They dance and wriggle before getting onto stepping stones. Children learn how to keep themselves safe. For example, they learn how to use scissors and knives with control as they cut the play dough. Children also learn to use knives safely as they help the childminder to cut pineapple.

The childminder has high expectations for children's learning. For example, she provides opportunities for children to use resources independently. She encourages younger children to take off their shoes and socks themselves when they play in the sand. She encourages them to attempt to put their shoes on themselves. Children behave well. They listen to the childminder and follow her instructions. This is evident when they climb onto chairs to eat their snack, but quickly respond when the childminder tells them to 'sit on their bottom'. Children also learn how to share and take turns. Older children remind others to use 'kind hands' or that 'sharing is caring'.

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

- The childminder has a clear understanding of where children are in their learning and what she wants them to learn. She sets up her environment to support children further. For example, she provides a range of activities to help children develop their balance and coordination. She uses discussions during visits, alongside books, to develop children's language and communication.
- The childminder makes good use of opportunities to extend learning. For example, she helps children to use scissors and provides opportunities for them to practise these skills when they cut play dough. She demonstrates counting as they play to help younger children to count with numbers in order. This supports children to make good progress.
- Children concentrate well. Two-year-old children thoroughly enjoy playing with the play dough. The childminder supports children effectively as they learn new skills. They learn to manipulate various tools with increasing independence. The childminder provides support, praise and encouragement and this gives children the confidence to keep on trying, even when things are difficult.
- The childminder generally teaches children good hygiene practices. For example, she talks to the children about the importance of washing hands before eating. However, on occasions, she does not give children consistent messages regarding how good hygiene can support their good health.
- The childminder provides plenty of opportunities for children to have fresh air

and exercise. For example, children love to play in the childminder's garden. They run and climb and develop skills such as balancing or throwing balls. This helps support children to develop their muscle skills and coordination.

- The childminder has a good relationship with parents. She talks to parents about what children have been doing. She also finds out what children have been doing at home. The childminder gives clear messages to parents about how they can support children at home. She gives advice to parents about a range of issues, including toilet training and dental hygiene. This helps children to make good progress.
- The childminder works well with schools and nurseries overall. She talks to a range of school staff to ensure that children's health and well-being are given a high priority. She talks to children about what they are doing in school. The childminder has not yet found effective ways of working with staff to develop a shared approach to supporting children's learning and development.
- The childminder has a good attitude to keeping her knowledge and skills up to date. She updates mandatory training, such as first aid, in a timely manner. The childminder attends a range of training and reflects on her practice as a result of it. For example, she now focuses on supporting children's individual needs when playing with them and she talks about how this has helped them make even more progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. She supervises children carefully as they go down the step to play in her garden. The childminder talks to parents about keeping children safe online. She gives advice regarding screen time on devices and discusses appropriate programs for the age of the children. The childminder has a good understanding of the signs and symptoms that may indicate that a child is subjected to abuse. She knows who to contact if she had concerns about children's welfare.

What does the setting need to do to improve?

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

- give more consistent messages to children about how good hygiene practices support their good health
- develop partnerships with schools and nurseries that children also attend and establish a shared approach to supporting children's learning and development.

Setting details

Unique reference number	310161
Local authority	North Tyneside
Inspection number	10289479
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	27 November 2017

Information about this early years setting

The childminder registered in 1992 and lives in Wallsend, Tyne and Wear. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. She is registered to provide funded places for two-, three- and four-year-old children.

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 provision.
- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector observed children playing and evaluated the impact on their learning.
- Parents provided written feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder explained how she keeps children safe and manages her provision.
- The inspector looked at a range of documents, including those relating to the childminder's suitability.

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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