

Childminder report

Inspection date: 20 November 2024

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

The childminder creates a warm and homely environment. Children feel safe and secure. They happily explore activities independently and cuddle up with the childminder to read stories. Children's interests are at the heart of the childminder's practice. She enthusiastically joins in with their play, meeting children's learning needs around their chosen activities. For example, children explore shape sorters. The childminder helps them to find the right slot to put the shape in.

The childminder provides a curriculum that focuses on children's individual needs and interests. She is confident in what she wants children to learn next. She monitors their progress from when they first start at her setting. This helps her to identify whether there are any delays or gaps that need to be addressed.

The childminder uses suitable strategies with children to help them understand how to behave. She models behaviour such as cuddling a toy to teach the youngest children to be kind. She uses a sad face with older children when their behaviour is unwanted. Children enjoy regular outings. The childminder takes them to the park, where they learn to run and jump. At the local pond, they observe baby cygnets and how they develop over time. Children visit toddler groups, where they learn to take account of and mix with other children.

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

- Children's social and emotional well-being is prioritised. The childminder gathers information from parents when they start with her. She offers settling-in-sessions to help children get used to her setting. Her routines are flexible to meet the individual needs of all the children, particularly babies.
- The childminder encourages children to interact with her to develop their communication skills. She talks to children during their activities and models how to say words correctly. The youngest children make sounds in response to her. When the childminder sings rhymes, they try hard to join in.
- The childminder understands the importance of providing stories to support children's communication and early reading skills. She shares books with children. They sit with her and look at the pictures. They point to things on the page, such as a mouse, or lift a flap when the childminder asks them to find them.
- The childminder helps children to learn about differences and other cultures. She talks to children to extend their understanding of the world, such as how people look different. They look at different festivals, such as Diwali, and do associated activities.
- Children access a range of physical activities to help strengthen the small muscles in their hands. The childminder supports children to make marks. For

example, they paint using their hands and use their fingers to pick up small objects. This helps to prepare children to eventually be able to write. Very young children have many opportunities to develop skills of grasping and holding. They concentrate well and show good hand-eye coordination. They know if they press a button on a toy that something will pop up.

- Children are very comfortable with the childminder. The childminder sits with them and young children interact with her as they point and make sounds for what they want. However, on occasion the childminder does not wait for children to make their own way to the resources they want, before she passes them over. This means that children's physical abilities, such as crawling for babies, are not fully promoted.
- Overall, the childminder understands that children learn best when they are fully engaged and interested in the activities that she plans for them. However, sometimes she provides children with too much at once. For instance, when children show interest in an interactive doll, the childminder diverts their attention to stacking hoops. This means that children do not get to fully explore their own interests further.
- Partnerships with parents are positive and effective. The childminder keeps parents well informed about their children's day. She shares with parents what children have been learning. This helps parents to continue their children's learning at home. Parents are complimentary about the education and care their children receive.

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:

- give children more opportunities for uninterrupted time to develop their movement skills, and gain competence in their physical skills
- improve the use of adult interactions and give children the time they need to explore their chosen resources to support children's learning.

Setting details

Unique reference number	311762
Local authority	Gateshead
Inspection number	10364190
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 1996 and lives in Crawcrook, Tyne and Wear. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides government funded places for children.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- The childminder showed the inspector around her premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development and how she organises her provision.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector and the childminder carried out a joint observation and discussion of an activity.
- Parents shared their views on the setting with the inspector through written feedback.
- The childminder provided the inspector with a sample of required documentation to view.

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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