

Childminder report

Inspection date: 24 May 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

The childminder creates a relaxed and inviting environment, reflecting children's interests. Children have plenty of one-to-one attention, which has a significant impact on their social skills. Children have very strong bonds with the childminder. They benefit from her kind, calm approach, which is reflected in their positive attitudes, cooperation and eagerness to take part in all the activities she provides.

Children make independent choices in their learning from the wide range of resources and activities on offer. They confidently ask for help if needed and are keen to include the childminder in their play. Children confidently match the picture cards and complete inset puzzles. They count proficiently as they thread the bobbins and create patterns using the various colours. Children have fun as they compete with the childminder to see who can thread the bobbins on the quickest. Children behave well because they are happy and receive clear messages of what is expected of them. They use good manners and listen well. They follow instructions when the childminder asks them to tidy up, smiling proudly when she praises them. This help to boost children's self-esteem and confidence.

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

- The childminder is aware of where children are in their development and what they need to learn next. She is clear about what she wants children to learn and be able to do by the time they leave her setting. For example, children learn to put their own shoes and coats on, use the bathroom independently and develop their social skills.
- The childminder enables children to choose what they would like to do. However, she does not always shape the activities that children choose to challenge and extend their learning further. While this approach helps her to embed children's existing knowledge and understanding, they do not experience new ideas or extend their learning as quickly as possible.
- The childminder supports children to develop their communication skills. For example, she frequently engages children in conversations that expose them to spoken language and increase their vocabulary and confidence in speaking and listening.
- Children listen intently to stories. The childminder reads with enthusiasm, altering her tone and pitch to bring the story alive. Children are encouraged to talk about what they see in the pages of the book. For instance, they recall the story, talk about the different characters and try to relate them to their own experiences.
- Children are developing good skills when using their hands. They concentrate well as they hold the bobbin to thread the string through the holes. Children carefully line up small-world toys and connect bricks to make a tower. These

early skills prepare children well for writing and using tools at school.

- The childminder supports children to develop good hygiene practices. For example, they learn the importance of washing their hands before eating. The childminder enables children to understand why making healthy food choices is important to their well-being.
- Children benefit from the good opportunities to learn about the world around them. For example, they play in the open air at the local park. They visit museums to learn about dinosaurs and walk around the wooded areas to discover local wildlife. This supports children to be active, build self-confidence and learn about nature and the world around them.
- The childminder demonstrates a strong commitment to her work. She regularly meets with other childminders for peer support. The childminder feels that these relationships are important as their professional discussions help to strengthen her practice. However, she is not sufficiently focused on identifying and using professional development opportunities to further extend her knowledge and teaching skills.
- Parents are complimentary about the childminder. They say that their children are safe and happy in her care. Parents state that the childminder provides them with good information about what activities children take part in and how they are developing. This helps them to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding matters. She renews her safeguarding training to help keep her knowledge up to date. The childminder is aware of the signs that could indicate a child is at risk of harm. She is fully informed about her local safeguarding procedures and the steps to take to protect children's well-being. The childminder carries out extensive risk assessments of her premises and on all outings with the children. She teaches children to keep themselves safe, for example when out walking and crossing the roads.

What does the setting need to do to improve?

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

- shape learning experiences that challenge and introduce children to new learning more successfully to help them make the best possible progress
- build on professional development plans to strengthen knowledge and raise the quality of teaching to the highest levels.

Setting details

Unique reference number	311786
Local authority	Gateshead
Inspection number	10229410
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	3 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 October 2016

Information about this early years setting

The childminder registered in 1998 and lives in Gateshead, Tyne and Wear. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children during the inspection and took account of the views of parents from the written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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