

Childminder report

Inspection date: 16 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's care. They develop strong relationships with the childminder's family. For example, they greet her husband with enthusiasm when he returns home. Parents are very happy with the childminder's care. They say she provides a loving, caring and safe space for children to play. The childminder places a high priority on children's safety. Her home is safe and secure. She provides opportunities for adventurous play but maintains high levels of supervision throughout. For example, children thoroughly enjoy playing in the wooded area of her garden. The childminder supervises this play carefully to ensure that children remain safe.

Children behave well, overall. The childminder has clear routines, which children consistently follow. For example, they help her to tidy away jigsaw puzzles when they are finished playing with them. The childminder is keen to develop children's language and literacy skills. Children develop a love of books. The childminder spends time looking at illustrations with children. They thoroughly enjoy talking about what they can see. She makes good use of opportunities to reinforce counting, for example, as she counts the owls in the story 'Owl Babies'. Children concentrate well and develop an awareness of repeated words and phrases.

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

- The childminder has a good understanding of where children are in their learning. She plans her environment to support children's learning further. For example, she puts out stacking beakers to develop children's understanding of size. This helps children to make good progress in their learning.
- Children are very happy in the childminder's care. They enjoy sitting together and looking at books with the childminder. Children develop a good relationship with each other. They thoroughly enjoy dancing together. They talk with each other as they complete jigsaw puzzles.
- The childminder supports children's communication effectively. She has identified that she wants to expand children's vocabulary and plans her environment to support this. For example, as children play with stacking beakers, she develops vocabulary such as 'big', 'huge' and 'tiny'. She encourages children to talk about past visits to the farm to develop their communication further.
- Children choose a range of activities to play with independently. They thoroughly enjoy playing with jigsaw puzzles and talking about what they are doing. The childminder teaches children skills, such as looking at the pictures to find out where the pieces go. Children try to fit the pieces together but there are occasions when the childminder intervenes too quickly, reducing opportunities for children to try to solve everyday problems themselves.
- The childminder helps children to manage their feelings and emotions well,

overall. For example, when children grab toys from each other, she intervenes and uses distraction well to help children to regulate their emotions. However, on some occasions, the childminder does not remind younger children to give others a turn. For example, when children lift all the flaps in a book themselves, she does not help them to understand that other children need a turn too. This sometimes causes other children to become frustrated or lose interest in an activity.

- The childminder is keen to develop her practice further. She has attended a range of training and has reflected how she can act on any suggestions to improve her provision. For example, she now plans more activities to allow children to strengthen their core muscles and support their physical development.
- The childminder helps children to understand how they can keep themselves healthy. She reminds children about the importance of washing hands before eating. The childminder provides a range of healthy meals with fresh fruit and vegetables.
- The childminder has a good relationship with parents. For example, she shares information with them about what children have been doing and where they are in their learning. She talks to parents about how they can support children's learning at home. They work together particularly well to develop a shared approach to supporting children's communication and language.

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 time to try to solve everyday problems themselves
- help children to understand the importance of sharing toys with each other, making sure all children get equal turns.

Setting details

Unique reference number	312433
Local authority	South Tyneside
Inspection number	10335597
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	21 June 2018

Information about this early years setting

The childminder registered in 1991 and lives in South Shields, Tyne and Wear. She operates all year round, from 7.30am to 6pm, Monday to Wednesday, except bank holidays and family holidays. She provides funded early education for two-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 her provision.
- The childminder showed the inspector around her home and explained how she organises learning.
- The inspector observed children playing and learning.
- Parents provided written feedback for the purpose of the inspection.
- The inspector talked to the childminder about how she manages her provision and how she keeps children safe.
- The childminder showed the inspector a range of documentation, including those relating to her suitability and other members of her household.
- The childminder evaluated an activity with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024