

Childminder report

Inspection date: 17 June 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

This experienced childminder provides a nurturing environment for the children in her care. Children demonstrate that they feel safe and secure. This enables them to be ready to learn. The resources available, both indoors and outside, support children to make independent choices in their play. The childminder changes these regularly to reflect children's interests and their learning needs. For example, she has recently selected a ball game to help children who are ready to identify different numbers. The childminder skilfully supports children to explore and investigate their surroundings. They listen carefully to the different sounds they make when banging drumsticks on different surfaces. They watch as she shows them how to fill a water pump, then take great delight in doing this themselves. Children show considerable concentration as they sit at the table together and join in a creative activity.

Children behave extremely well. The childminder explains to them clearly what she expects of them. These boundaries are appropriate for their age and stage of development. The childminder recognises that children thrive on praise. They beam with pride when she remarks on their helpfulness and when they are kind to their friends. This helps children to feel emotionally secure and builds their confidence.

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

- The childminder is highly reflective in her practice. She continues to identify and access training to develop her understanding of the early years curriculum even more. This helps her to identify the key knowledge and skills she wants children to learn during their time with her. There is a strong emphasis on helping children to be ready for their next stage in learning.
- The childminder makes accurate assessments of children's development. She uses this information to plan for their next stage of learning. This includes using strategies recommended by other professionals for children with special educational needs and/or disabilities. This approach supports all children to make progress from their starting points.
- Children's communication and language are generally promoted effectively. The childminder uses visual aids to help nonverbal children to express their views. Children are given time to respond to questions, and their responses are valued. Occasionally, the childminder does not explain to the children what they are doing. This does not consistently help children to extend their vocabulary.
- There are plenty of opportunities for children to develop their understanding of mathematics as they play. The childminder uses questions effectively to support children to count, to recognise shapes and to compare the size of objects. She also uses songs and rhymes to enhance their mathematical learning.
- Children learn how to keep themselves healthy. The childminder explains when

and why they must wash their hands. She also teaches children the importance of good oral hygiene. There are plenty of opportunities for children to benefit from fresh air and exercise. They develop their physical skills as they play with balls in the garden and negotiate the slide safely.

- Parents remark on the highly positive impact the childminder has had on their children. They value the daily updates she provides. Parents comment on how effectively the childminder prepares children for starting nursery or school.
- The childminder recognises the importance of supporting children's self-care skills. Children are familiar with the daily routine and know what they need when it is time to go outside. She encourages them to persevere as they practise putting on their own shoes. She works with parents when children show they are ready to be toilet trained. Children are encouraged to help to tidy up. However, at times, the childminder does things for the children, such as getting their water or taking things out of lunch boxes. This does not fully support children's independence.
- Children regularly attend playgroups with the childminder, where they get the opportunity to socialise with more children. They benefit from trips to local places of interest, such as the library or museums, and travel on public transport. They also attend special events at the local school, due to the childminder's close links with the teaching staff. These experiences help children to develop their confidence in different surroundings.

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:

- consider how to provide children with more opportunities to develop their self-care skills, with particular regard to mealtime arrangements
- take every opportunity to introduce children to new vocabulary as they play to develop their communication and language skills even further.

Setting details

Unique reference number	312482
Local authority	South Tyneside
Inspection number	10349362
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 August 2018

Information about this early years setting

The childminder registered in 1990 and lives in Jarrow. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector.
- The inspector considered written feedback from parents.
- The childminder provided the inspector with a sample of key documentation on request.

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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