

Childminder report

Inspection date: 7 March 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

Children flourish in the welcoming and nurturing environment that the childminder offers. They happily chat with the childminder and visitors to the setting and engage them in their play. Children are busy and full of excitement as they involve themselves in activities that spark their interest. This is evident as children use play dough. They experiment as they squash and squeeze the dough with their fingers and create different shapes. Children show exceptional levels of concentration, determination and a can-do attitude to their learning. They persist until they fasten lids onto the tubs of play dough. Younger children realise they can do this more effectively if they use the smaller tubs. They demonstrate their thinking skills as they work out to stand the tubs on the table to use two hands to press with.

Young children's developing sense of humour is delightful. They drop resources on the floor and giggle as they ask the childminder to pick them up. The childminder laughs and says, 'You can do it.' Children pretend not to hear and ask again. Children's eyes twinkle with pleasure as they pick up the resources and continue this game, again and again. The very high levels of confidence that children display show how safe and secure they feel in the childminder's care.

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

- The childminder observes children as they play, to assess what they already understand, know and can do. She identifies what children need to learn next and supports them to achieve this through the experiences she offers. For example, the childminder recognises younger children need to develop their finger muscles. She encourages children to use a knife to cut their snack.
- Children's communication skills are supported particularly well. The childminder gets down to children's level and looks at them as she speaks. She gives children time to think and to reply before continuing conversations. The childminder introduces new words into children's developing vocabularies. For example, she says 'sticky' and 'squidgy' when children play with dough.
- The childminder offers children many engaging opportunities to develop their mark-making skills. For example, children paint on fabric hanging from a washing line. They learn that the fabric blows in the wind and the paint sprays in different directions. This also teaches children how the natural environment can impact on what they are trying to do.
- Children have many opportunities to develop their independence and self-care skills. For example, children know before washing their hands to push their sleeves higher up their arms. The childminder urges younger children to do this with words of encouragement. Children smile with delight at the praise they receive for their efforts.
- Overall, the childminder brings mathematical language into children's play. For

example, as children play with water, she talks about the beakers being 'full', 'empty', 'tall' and 'short'. However, the childminder does not consistently extend children's understanding of numbers and counting.

- Children have many opportunities to explore the local area. The childminder takes children to the park where they practise their physical skills. For example, children climb over fallen trees and manoeuvre themselves around different surfaces and levels.
- Parents are exceptionally complimentary about the service the childminder provides. They comment on the opportunities that the childminder offers and the progress their children are making.
- Children are very well behaved and respect the childminder's environment. They happily choose their own snacks and sit at the table to eat. However, the childminder is not consistent in reminding children to say 'please' and 'thank you'.
- The childminder adopts a positive attitude towards making improvements to her setting. She constantly self-evaluates what she offers children and makes the changes she thinks are necessary. For example, the childminder is changing her garden to offer children a wider range of opportunities for play and learning. The childminder accesses training and meets with other childminders to share ideas to improve practice.
- The childminder has established effective partnerships with local schools. She shares children's learning and progress reports prior to children beginning school. This helps to create a consistent approach to children's learning and development and supports their move on to the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to the possible indicators of when a child may need help, and she knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to take should there be an allegation. The premises are secure. The childminder carries out daily checks of the indoor and outdoor environments to ensure that they remain safe for children to use.

What does the setting need to do to improve?

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

- plan opportunities to develop children's understanding of numbers and counting
- develop consistency in encouraging children to use good manners during their daily routines and play to enable children to understand respect and consideration for others.

Setting details

Unique reference number	500938
Local authority	Gateshead
Inspection number	10217886
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 August 2016

Information about this early years setting

The childminder registered in 2001 and lives in Low Fell, Gateshead. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Charge

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 the evaluation of the setting.
- A joint observation of an activity was carried out with the childminder.
- The inspector observed activities during the inspection and assessed the impact they have on children's learning and development.
- The written views and opinions of parents were taken account of during the inspection.
- Children's records were looked at by the inspector, along with a range of other documentation.

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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