

Childminder report

Inspection date: 6 July 2023

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 are happy and settled in the homely environment created by the childminder and his co-childminder. They move freely and confidently around the areas of the home used for childminding. Children actively seek physical comfort from the childminder. For example, they sit close and enjoy a variety of stories. This demonstrates the close bond that they have with him.

The childminder teaches children how to use tools safely. For example, children learn how to use a knife to cut fruit. The childminder explains and shows children how to hold the knife safely. Children successfully cut their fruit, and the childminder offers them praise. This helps to develop children's small-muscle skills and builds their self-esteem. Children use good manners without prompting and play cooperatively with each other. The childminder provides lots of praise. Children respond positively and demonstrate good behaviour.

Children develop their physical skills as they access the well-resourced garden. Toddlers happily push role-play lawn mowers and propel themselves on ride-along toys. The childminder encourages older children to count numbered stones to 11. He then removes stones and challenges children to predict how many are left. This helps to develop children's early mathematical skills.

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

- Children hear familiar songs and rhymes throughout the day. They dance joyfully to the rhythms and carry out the actions. Older children join in with their favourite nursery rhymes. All children enjoy listening to stories carefully and turn the pages of their chosen books. The childminder asks children to predict what will happen next. Children have opportunities to make marks with chalk, crayons and pencils. This helps to promote children's communication and early literacy skills.
- The childminder uses opportunities to encourage children to think about size and counting. For example, children talk about 'half' as they chop up their snack. The childminder encourages them to talk about size as they build with construction toys. This helps children to understand mathematical concepts.
- The childminder and his co-childminder share ideas and plan activities based on individual children's interests. The learning environment is well-resourced, inviting and interesting. However, occasionally, activities are not consistently planned to enable the youngest children to fully participate and get the most out of their learning experiences.
- The childminder promotes children's good health well. They benefit from freshly prepared, nutritious meals. The childminder helps children to understand the benefits of eating healthily. He reads 'The Hungry Caterpillar' and discusses

which foods are healthy. Children have regular access to the childminder's garden, where they can run, jump and dig. He also takes children to local parks, and they walk to school daily. This helps children to begin to understand the importance of keeping healthy.

- Children are independent in managing their self-care needs. For example, during mealtimes, toddlers learn to use cutlery. All children wash their hands, with little support from the childminder. Older children put on their shoes for outdoor play. All children gain the necessary skills they need for the next stage of their learning.
- Children listen and follow instructions well. For instance, with the childminder's encouragement, they help tidy up their toys when they have finished playing with them. The childminder praises children as they begin to share and take turns. This helps them to develop an understanding of what behaviour is expected.
- Partnerships with parents are effective. Parents speak highly of the childminder and his co-childminder. The childminder provides suggestions of ways parents can support children's learning at home. Parents comment that their children are 'always happy' when at the childminder's home.
- Children regularly learn about the wider world. The childminder supports children to understand about people in the community. For instance, local police officers and train drivers have spoken to children about their roles. This helps children to understand about people beyond their immediate experience.
- The childminder attends training on a regular basis to further develop and build on his skills. He regularly meets with his co-childminder to consider ways they can improve the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding procedures. He is aware of the different types of abuse, along with the signs and symptoms that may indicate a child is at risk of harm. The childminder is aware of the procedures to follow if he has concerns that a child is being exposed to extreme views or behaviours. He attends a range of training to keep his knowledge and skills up to date. The childminder has a good understanding of the procedures to follow should an allegation be made against himself or a family member. He carries out regular safety checks on his home to help keep children safe.

What does the setting need to do to improve?

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

- organise activities to enable younger children to fully participate and get the most out of their learning experiences.

Setting details

Unique reference number	EY200384
Local authority	Gateshead
Inspection number	10289623
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2002. He works with his wife, who is also a registered childminder. They live in Wardley, Gateshead. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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 childminder and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting through written feedback.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation.
- 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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