

Childminder report

Inspection date: 5 October 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 form close bonds and are well cared for by this nurturing childminder. They are comfortable, secure and happy in her home-from-home environment. The childminder provides a variety of activities and experiences, which challenge and extend children's learning. Children persevere and keep trying when they find things hard. For example, they persist when they try to squeeze dough through a syringe.

The childminder has high expectations for children's behaviour. Children are polite and show good manners, without being prompted. The childminder is very kind and caring. She knows the children in her care very well. For example, she knows when they are hungry and tired. Children cuddle with the childminder and enjoy looking at pictures of themselves and their friends in their journal. This helps to give children a sense of belonging and supports their emotional well-being.

Children have daily opportunities to engage in physical exercise. For example, children walk around the local area and explore the woods and local parks. They practise their climbing and balancing skills on outdoor equipment, which develops their self-confidence, balance and coordination. Children's independence skills develop well. They feed themselves at lunchtime, use the toilet independently and select their favourite resources. This helps to develop children's self-care skills.

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

- The childminder uses observations and assessments of children to inform her curriculum. She places a focus on developing the skills that children will need for the next stage of their learning. For example, the childminder encourages children to be independent. They happily select their own toys and resources and tidy up when they have finished playing. Children benefit from sequenced learning and make good progress in their development.
- Children behave very well. The childminder has excellent bonds with the children in her care. She is clear about her expectations. She provides lots of praise and encouragement. This helps to develop children's confidence and self-esteem.
- The childminder provides many opportunities for children to develop their physical skills. For instance, they practise threading pasta onto pipe cleaners and squeeze dough. Furthermore, children use scissors to make snips in dough. This helps to develop their hand-to-eye coordination and small-muscle skills.
- The childminder regularly talks to other childminders. She uses these opportunities to reflect on her practice and make improvements. The childminder attends all mandatory training. However, she has not yet developed a targeted programme for professional development, to raise the quality of education to an even higher level.

- Partnerships with parents are very good. Parents speak very highly of the care that their children receive. They comment on how much progress their children have made since they started with the childminder. The childminder regularly shares children's next steps with parents. This helps to support children's learning at home.
- Children benefit from a language-rich environment. The childminder narrates constantly as children play and asks age-appropriate questions. She listens to children as they speak and repeats words back to them so that they can hear the correct pronunciation. This helps to develop children's listening and speaking skills.
- The childminder meets with other childminders and their children. This helps children to develop their social skills. They visit local places of interest, such as museums, the beach and local playgroups. In addition, the childminder has resources and plans activities to teach children about other cultures and festivals. This helps children to develop an understanding of the local community and the wider world.
- The childminder uses all opportunities as a learning opportunity. For example, she teaches children early mathematical concepts as they build with large cardboard boxes. She encourages children to count as they carefully balance the boxes. The childminder encourages children to compare towers. Furthermore, children confidently identify that their resources are 'full' and 'empty' as they fill them with dough. This helps children to develop early mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She can recognise the signs or symptoms which may be a cause for concern. The childminder is clear about the procedures to follow if she is concerned about a child's welfare. She keeps her safeguarding knowledge up to date and is familiar with safeguarding issues, including the 'Prevent' duty and county lines. The childminder understands the procedure to follow should an allegation be made against her or a family member. The childminder supervises children appropriately and carries out thorough risk assessments on her home and for any outings.

What does the setting need to do to improve?

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

- make further use of professional development opportunities to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY221755
Local authority	North Tyneside
Inspection number	10229464
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	16 December 2016

Information about this early years setting

The childminder registered in 2002 and lives in North Shields, Tyne and Wear. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

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 the inspector had a learning walk discussion together about the childminder's intentions for children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at available documentation, such as evidence of the suitability of household members and the childminder's paediatric first-aid certificate.
- The inspector took account of parents' views through written feedback.
- The childminder and the inspector evaluated a planned activity.

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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