

Childminder report

Inspection date: 21 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and secure in this safe and exciting learning environment. All children behave well and enjoy spending time with children of different ages. The experienced childminder sensitively encourages children to share resources and use things together. This helps younger children to understand the first steps in learning to play with others. Children understand the routines and boundaries in the setting. For example, they use the hand sanitiser when entering the kitchen to eat and sit patiently deciding what fruits they would like to eat.

The childminder has an effective curriculum in place for all children. Overall, children are well engaged in their learning and independently choose what they would like to play with. For instance, children routinely choose books to read. The childminder encourages them to 'use their eyes' to search for matching images in a book about farm animals. This excites the other children, and they all search together and talk about what they can see. This love of books supports children to gain richer imaginations and a larger vocabulary, ready for school.

The childminder models words back to children as they develop their early language skills. For example, she introduces simple animal names and the sounds they make for babies. She uses a wide range of descriptive words for older children. They proudly repeat words back to her. This helps children to hear and repeat the correct pronunciation of words, giving them confidence to speak.

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

- The childminder makes good use of observations and assessments to find out what children already know and can do. She plans opportunities that help children to develop across all seven areas of learning. However, occasionally, the childminder does not consistently plan opportunities to challenge and extend two- to three-year-old children's independence. For example, she knows what children can do physically to help them practise and develop their physical skills, such as undressing and opening packets of food, but she sometimes steps in and does this for them.
- The childminder skilfully introduces children to mathematics as they engage in their play. For instance, children compare and guess the various size, colour and width of their constructions. Children count to bigger numbers just for fun and challenge each other to count during a story about 'The Very Hungry Caterpillar'. They count their hops in a lively action song and compare their heights as they roam and dance around the playroom, pretending to be different animals in the jungle.
- Children are learning how to keep safe and healthy. For instance, the childminder routinely talks to them on local outings about road safety, fire safety

and stranger danger. Additionally, the childminder supports their understanding to adopt a healthy lifestyle, explaining the benefits of eating a good diet, and to clean their teeth regularly to keep them strong.

- The childminder knows her children and families very well. Partnerships with professionals and other settings children attend, including local schools, are very strong. For example, the childminder has transition meetings with school teachers and special educational needs and/or disabilities coordinators for continuity of learning. She ensures that any additional funding she receives helps provide support to children to close any gaps in learning, such as physically or emotionally.
- The childminder is professional and well organised. Her partnerships with parents are strong. Parents say that the childminder is kind, patient and thoughtful and that she creates a fun, loving environment where their children thrive. The childminder updates them regularly on their children's progress and how this could be extended at home. Parents comment that they feel very supported. They say their child's 'confidence and social skills have improved massively in such a short amount of time'.
- The childminder supports her assistants well. She talks about how she provides additional training to help strengthen their knowledge. The childminder provides suggestions and feedback to her assistants as they play with the children, helping them to improve their practice.
- The childminder has not continued to focus on her own continuing professional development to help her keep building on her extensive knowledge of child development. She has concentrated on the mandatory training she needs to take to meet requirements. This means her ability to reflect on her teaching and quality of care to improve outcomes for children has potentially been limited and may not be as current as possible.

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:

- reflect on ways to support two-year-olds independence throughout activities and routines to consistently help build on what they can already do
- extend opportunities for training to help reflect and support the childminder's knowledge to constantly improve outcomes for children.

Setting details

Unique reference number	EY235032
Local authority	Sunderland
Inspection number	10339984
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	12
Number of children on roll	7
Date of previous inspection	27 November 2018

Information about this early years setting

The childminder registered in 2002. She lives in Washington, Tyne and Wear. She operates all year round, from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She works with an assistant when required. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable, with particular regard to the family pet.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered parents' views from written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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