

Childminder report

Inspection date:

22 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and stimulating environment for children. Overall, a wide range of resources are easily accessible for all children to promote their choice and independence. However, there are limited resources and opportunities to promote children's large physical development even further. Children are settled, happy and relaxed in the childminder's care. They enjoy a warm and close relationship with the childminder and her family, which supports their emotional well-being.

The childminder knows children in her care very well. She closely monitors their learning and development. The childminder is aware of what children know and can do. She plans appropriate learning experiences to help move them on to the next stage in their learning. The childminder notices things that babies do for the first time and is genuinely excited about and proud of the progress children make. For example, a baby has learned to 'spin' a spinning toy for the first time.

The childminder has high expectations for children's behaviour. She demonstrates a good knowledge and understanding of things that may impact on behaviour, such as a change to routine or new children attending the setting. Good procedures are implemented to ensure that positive behaviour is well promoted and encouraged. This supports children's confidence, self-esteem and social skills.

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

- The childminder's good knowledge of every child ensures that care practices are well tailored to meeting their individual needs. She is very receptive towards children and is aware of when they need a sleep or a snack. The childminder immediately responds to children's needs, for example comforting them when they are surprised by the dog suddenly barking.
- Children are provided with healthy and nutritious meals and snacks. Parents comment that they are very happy with how the childminder has supported their children's weaning routines. Overall, the childminder ensures that children have regular opportunities for outdoor play and activities, such as nature walks. This helps to promote children's health and their understanding of the world. However, some debris is currently stored in the rear garden of the premises, which could pose a safety hazard when children play outdoors. Children enjoy regular visits to toddler groups to help promote their social skills.
- Children make good progress across all areas of learning. Their interests are taken into account when the childminder decides what she wants children to learn and how they are going to learn. For example, children like books so these are included alongside most activities. A range of sensory books are used with babies, and the childminder introduces new words to describe the textures, such

as 'fuzzy', 'bumpy', 'slippery', 'scaly, rough' and 'spotty'.

- The childminder constantly promotes children's language and communication skills as she chats to them throughout the day. She allows time for children to listen and respond and is aware that body movements and facial expressions are how babies respond. The childminder interacts well with children at all times. For example, when a baby pulls his sock off she sings a song to him about toes, which he thoroughly enjoys.
- Partnerships with parents are strong. The childminder keeps parents well informed about their child's progress. She takes parental views and comments into account and acts on these. For example, some parents would like to be kept informed of their child's development in different ways, such as electronically rather than through written journals. The childminder has implemented parent preferences in relation to how information is shared. She also works well with other settings that children attend and shares relevant information about their development.
- The childminder evaluates her own provision well, including identifying training needs. She has attended relevant training courses since her last inspection to develop her teaching skills further. For example, supporting children's emotional well-being, supporting children with speech, language and communication skills, expectations of behaviour, and schemas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to safeguard children's well-being. She is aware of the signs that may indicate a child is at risk of harm and of appropriate procedures to follow if she has concerns about a child. The childminder has a positive attitude towards her continuous professional development. She has completed additional safeguarding training since her last inspection.

What does the setting need to do to improve?

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

- ensure that the rear garden is suitable and remove any items that may pose a safety risk to children
- provide further resources and opportunities to enhance large physical development for all ages of children.

Setting details

Unique reference number	EY235105
Local authority	North Tyneside
Inspection number	10071710
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 July 2015

Information about this early years setting

The childminder registered in 2002 and lives in Newcastle upon Tyne. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide early education for three-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- The inspector viewed areas of the home used by children to understand how the early years provision is organised.
- The inspector observed care practices and the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- A joint observation of an activity was undertaken with the childminder.
- The inspector looked at relevant documentation, including evidence of adults' suitability and training.
- The inspector took account of the views of parents through discussions and written information provided.

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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