

Childminder report

Inspection date: 11 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy the company of the childminder. They frequently go to the childminder for cuddles, which she happily gives to them. She is kind and nurturing and develops caring relationships with the children. Young children rush to greet visitors and engage them in their play. Children are confident in choosing their own activities and following their own play. The childminder follows children's interests. For instance, she reads them a book when they present her with one. She puts music on to support children when they want to jump, so that they have something to move their bodies to.

The childminder helps children to learn about the local community. She takes children on walks in the local environment. They look for different animals and talk about what they can see. She also takes children on visits to local museums where they talk about different things from around the world.

Children behave well and demonstrate a positive attitude to learning. The childminder gives them timely reminders to be kind to each other, particularly when they want the same resources. Children receive praise for their efforts, which helps to build their confidence and self-esteem.

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

- The childminder has a clear intent for her curriculum and what she wants children to learn. She does a baseline assessment of children's abilities when they first start, which she discusses with parents. She then updates these every six months. This helps her to determine the next steps in children's development. The childminder takes account of individual learning needs. She uses planned and spontaneous activities that help children make good progress in their development.
- The childminder is keen to raise her awareness of good practice. She attends many training courses that have enhanced her practice. For instance, she has attended training on how to teach children to learn numbers. She has then put this into practice to enhance their learning.
- The childminder places a strong focus on extending children's communication and language skills. She appreciates that reading books to children helps to develop their communication skills. She involves them in the stories and asks what is in the pictures. However, she does not always pause long enough for children to work things out for themselves before she gives the answer.
- The childminder introduces mathematical language into children's play. For example, the childminder encourages children to count items. She helps children to recognise colours and introduces language, such as 'bigger' and 'smaller'. These opportunities help to promote children's mathematical development.

- The childminder skilfully engages children in activities she has planned for them. The children have fun and enjoy the different activities on offer. For instance, they explore the different textures of resources that the childminder has provided linked to hedgehogs. The childminder encourages their fine motor skills as she shows children how to use tweezers to pick up objects.
- The childminder wants children to make their own choices in their play. However, she does not extend this to developing their independence when looking after themselves. For instance, she does not help children learn how to put on their own coats and shoes as part of preparation for school. This means that not all self-care and independence skills are consistently supported.
- Partnership with parents is highly effective. They are extremely complimentary about the quality of care and education that their children receive. The childminder works with parents to settle new children into her home. Parents are updated daily on what children have been learning. This helps them to continue children's learning at home.

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:

- improve varying questioning techniques to give children the opportunity to develop their thinking skills and enhance their learning further
- support children to further develop their independence and self-care skills.

Setting details

Unique reference number	EY235350
Local authority	South Tyneside
Inspection number	10354752
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 5
Total number of places	12
Number of children on roll	9
Date of previous inspection	5 November 2018

Information about this early years setting

The childminder registered in 2002 and lives in South Shields. There are two assistants who can work with the childminder. The childminder operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Lynne Pope

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on developing communication and language.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views on the childminder's setting in writing, which the inspector considered.

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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