

Childminder report

Inspection date: 12 September 2019

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 that they are happy and very settled in the setting. The childminder is kind, caring and warm towards the children. Children have built very strong attachments with her. The childminder helps children to develop their communication and language skills. She speaks clearly, models language and repeats words as children play. Children listen well and copy new words. They talk freely about their lives, and the childminder shows a genuine interest in what they tell her. The childminder uses children's interest in vehicles to engage them in small-world play. She encourages children to join together pieces of track to push trains along. Children discuss how they will join the different shapes, how much longer or shorter they can make the track and count how many pieces they have.

Children are very well behaved. The childminder is a good role model and promotes kindness and respect. She encourages children to share and take turns when they play. Children are polite and say 'please' and 'thank you' without being reminded. The childminder supports children to play cooperatively together. Children spontaneously help each other during their play. They listen carefully to the childminder and respond positively to her instructions and guidance.

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

- The childminder has a good understanding of how children learn and develop. She assesses children's development and, overall, considers what they need to learn next when planning activities. Children are interested and motivated to learn.
- The childminder encourages children to develop their mathematical understanding during their play. She supports children to count and recognise shapes and colours. Children show perseverance as they work out how to complete puzzles and find the pieces that will fit.
- Children demonstrate high levels of confidence and self-esteem. The childminder recognises that younger children need to develop their social skills. She plans group activities, such as memory games, to help children to learn how to cooperate and negotiate with each other.
- The childminder supports children well at times of change, such as when they move on to nursery. The childminder works closely with schools to help to reassure children. Children develop the skills and confidence needed for the next stage of their learning.
- Children enjoy visits to local toddler groups where they meet with other childminders and their children. This provides children with opportunities to socialise in larger groups and make new friendships. The childminder offers children a wide range of experiences that promote their understanding of communities beyond their own. For instance, children regularly visit parks,

libraries, shops and local places of interest, such as the nearby Roman fort.

- The childminder provides a broad range of home-cooked meals for children to choose from. She reminds children to drink water frequently and encourages them to eat fruit for their snack. All children are encouraged to be as independent as possible. Younger children learn to wash their hands and feed themselves. Older children learn to hang up their coats on their pegs in the hallway.
- Partnerships with parents are strong. The childminder exchanges valuable information with parents about their children's learning and development. Parents are complimentary about the support that they receive. They comment that the service the childminder provides is 'amazing' and that they 'could not be happier'.
- The childminder collects detailed information from parents when their children first start. For example, she finds out about children's interests, current levels of development and their routines. This helps her to provide good consistency in care from the beginning.
- The childminder makes sure that all her mandatory training is kept up to date. However, she does not have a targeted programme of professional development in place to help to raise the good quality of teaching.
- Overall, the childminder provides activities for children to develop their literacy skills. Children freely choose books to read and show an interest in stories. However, the childminder does not provide as many opportunities for children to practise early writing skills during their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended recent child protection training. She has a secure understanding of how to identify and report any concerns. The childminder checks the environment regularly to ensure that it is free from hazards and that children are secure. She teaches children how to manage risks themselves. For example, children know not to swing on their chairs. The childminder places an emphasis on children learning to keep themselves safe when out in the community. For instance, children learn about road safety and practise crossing the road during planned play activities.

What does the setting need to do to improve?

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

- focus more precisely on how the professional development programme can be used to raise the quality of teaching and learning further
- extend opportunities for children to make marks and develop their writing skills.

Setting details

Unique reference number	EY249001
Local authority	North Tyneside
Inspection number	10117054
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 December 2015

Information about this early years setting

The childminder registered in 2003 and lives in Howden, North Tyneside. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works closely with another registered childminder.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The childminder and inspector reflected on a learning experience for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector took account of the views of parents from written statements available.
- The inspector looked at a sample of the childminder's documents, including evidence about training and suitability of those living on the premises.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.

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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