

Childminder report

Inspection date: 23 May 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 settled in the childminder's warm and welcoming home. They confidently access a very wide range of toys and resources, indoors and outdoors. The childminder supports children's emotional well-being extremely well. She has a good understanding of children's individual needs and uses this information to help them develop an understanding of rules and boundaries in her home. For example, to help children understand they must come indoors in preparation for lunchtime, the childminder speaks gently to them and explains what they need to do. Children respond very well to this sensitive approach and are happy to come indoors to eat.

The childminder's curriculum supports children's learning well, overall. She plans exciting activities that engage children well and help them to make progress in their learning. This is evident when the childminder sets up an activity for children to paint new shiny wheel trims. Children sustain attention for long periods as they transfer paint onto the wheel trims, using paintbrushes and sponges. The childminder models skills, such as colour mixing. Children enjoy exploring this for themselves, mixing blue and red paint to make purple. They cooperate very well together, sharing resources and taking turns.

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

- Children develop an understanding of expectations in the childminder's home to help to keep them safe. For instance, she gently reminds children they must stay at the table during mealtimes if they have food in their mouths. Children listen and respond appropriately to the childminder and build positive attitudes to their learning.
- Partnerships with parents are well established. The childminder shares children's achievements and key aspects of their learning with parents to keep them fully informed about their development. Parents feel that their children 'thrive' in the care of the childminder. They are very happy with the 'safe, caring, inviting home setting' provided for them.
- Preparing to start nursery or school features highly in the childminder's curriculum. She ensures children develop skills, such as putting on their waterproof clothing and wellies to support their growing independence. The childminder helps children to develop social skills, including turn-taking and sharing resources. These skills will serve them well when they begin to attend nursery or school alongside other children.
- Children's physical health and development are given high priority. The childminder ensures children learn effective routines, such as regular handwashing, and washes her own hands at key times throughout the day. Daily opportunities are provided for children to be physically active and exuberant.

Children run up and down on the grass, making bubbles with the bubble wands. They confidently 'hop like bunnies' when they see the rabbit ornament.

- Children clearly have strong attachments with the childminder and are happy and settled in her care. They demonstrate this when they lean forward to give her a big hug when she is helping them to put their waterproof trousers over their wellies.
- The childminder gives great thought to the activities she plans for children. She is proactive and seeks new and exciting resources for them to explore. Although she has a good overall understanding of what she wants children to learn, she does not always target key skills, such as communication and vocabulary development, to raise children's achievements to an even higher level.
- The childminder completes mandatory training as part of her role. She has recently started to look at how she can access training, other than face-to-face sessions, that she finds difficult to fit into her busy days with the children. She has identified some resources, such as helping children to stay safe online, but she is yet to seek materials to support her teaching and raise this to even higher levels.
- Arrangements for self-evaluation are effective. The childminder is keen to keep abreast of changes in early years and this is evident in her policies and practices. She seeks the views of parents and children to help her review her childminding practice to ensure she is able to make positive changes and support children even further.

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:

- strengthen planning so activities are more focused on the key skills children need to learn next to further extend their learning
- seek further ways to extend knowledge of how young children learn in order to improve teaching and help them to make even greater progress.

Setting details

Unique reference number	EY263645
Local authority	North Tyneside
Inspection number	10339305
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 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	10 July 2018

Information about this early years setting

The childminder registered in 2003 and lives in North Shields. She operates all year round from 7.30am to 5.30pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3. She receives funding to provide free early education for two- and three-year-old children.

Information about this inspection

Inspector

Nicola Jones

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 childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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