

Childminder report

Inspection date: 4 June 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

The childminder is patient, kind and caring. Children are very happy, settled and have very secure attachments with the childminder. They constantly chat, giggle and sing as they play. The childminder constantly extends children's communication skills and places a focus on developing children's independence. Children learn to use the toilet and know to wash their hands afterwards. The childminder gives children lots of choices throughout the day and listens to their opinions with interest. This helps children to be the confident individuals they are.

The childminder plans a curriculum which takes account of children's interests and what they need to learn next. She wants children to leave her with good social skills and be ready for school. The childminder provides activities which interest children. Children engage in their learning with enthusiasm. For example, they are motivated to recreate tea parties after reading the story of 'The Tiger who Came to Tea'. The childminder uses visits and the local community to extend her curriculum. Children develop their understanding of the world around them and gain confidence in larger groups of children. For instance, they enjoy visits to playgroups, the beach and local forests.

The childminder promotes healthy lifestyles. She supports parents to send nutritious packed lunches for their children and provides a selection of fruit for children's snack. Children's behaviour is excellent as the childminder has clear expectations. She gives children lots of praise, which helps to raise their self-esteem. Older children are kind and sensitive towards the younger children. For example, they want to help the childminder to rock babies to sleep in their pram.

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

- The childminder assesses and observes children to make sure that she is planning activities which help children to meet their developmental milestones. She adapts activities so all children can join in. For example, when she reads a story, she gives younger children puppets to hold and older children have smaller books to follow along with the story.
- The childminder is sensitive around meeting children's care needs and provides effective settling-in arrangements. She collects and shares information with parents about their children's development. The childminder invites parents to stay on their children's first visits. She makes sure that she mirrors children's routines from home. This helps children to settle very quickly.
- The childminder plans the environment to give babies lots of room to move and explore. Babies delight in pressing buttons, investigating sounds and different textures, and operating cause and effect toys. Babies confidently crawl around and pull themselves up to standing on small furniture.

- Children develop their mathematical skills as they play. The childminder models counting as older children happily build towers for babies to knock down. Children talk about colours, shapes and sizes as they play. The childminder emphasises new vocabulary, such as 'in' and 'out', as babies place objects in boxes.
- Children are motivated and engaged in their learning. The childminder thinks about how she can encourage children to explore and investigate. For example, she provides different items each day in 'curiosity cubes' to spark children's interests and imaginations.
- The childminder is an effective storyteller and children show an excitement in books. Children talk about the plot and the characters, turning the pages carefully. The childminder involves all children in story sessions, such as introducing props and puppets to engage them in the story.
- Children have lots of opportunities to develop their muscles in preparation for writing. The childminder encourages younger children to make marks on a water mat with different tools. Older children make marks with crayons and learn how to use scissors.
- Parents are extremely complimentary about the service the childminder provides. They say their children look forward to attending and have huge smiles on their faces when they see the childminder. Parents appreciate how the childminder helps their children to make good progress, especially in their social skills and language development.
- The childminder works very hard to include all children. She recognises when there are gaps in children's development and makes referrals to external professionals to gain more specialist support. The childminder puts strategies in place to help all children to catch up in their development.
- The childminder attends all statutory training, networks with other childminders and chooses some training to develop her practice. However, she does not precisely focus her professional development on extending her skills and knowledge to an even deeper level.

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:

- focus professional development on extending the quality of education to an even higher level.

Setting details

Unique reference number	EY281325
Local authority	South Tyneside
Inspection number	10351401
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 September 2018

Information about this early years setting

The childminder registered in 2004 and lives in South Shields. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their written views with the inspector.
- 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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