

Childminder report

Inspection date: 20 November 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 are very happy and safe in the childminder's home. They demonstrate this as they snuggle into her for a cuddle and doze off to sleep. Parents comment that their children are clearly very comfortable in the childminder's home. They say that their children often do not want to leave. Children learn how to keep themselves safe. For example, they learn how to use the stairs safely. The childminder places a high priority on children's care and well-being. She is highly responsive when they are hungry. The childminder obtains detailed information from parents when children first start. This helps her to get to know children well from the beginning. Children behave well. The childminder has clear expectations which they consistently follow.

The childminder has high expectations of what children know and can do, and plans activities to help them achieve well. For example, she helps them to become more confident around others as she takes them to different groups to mix with others. The childminder plans challenging activities to build on children's already good learning. For example, she extends their mathematical skills effectively and builds on their existing knowledge of shapes. Two-year-old children talk confidently about the shape of objects. They use terms such as 'hexagon'.

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

- Children are naturally inquisitive. They take time to solve problems and try new ways of doing things. Children persevere when things are tricky. The childminder supports two-year-old children extremely well as they attempt to put a nappy on the baby doll. She gives them time to work things out before showing them how to fasten it. The childminder offers praise and reassurance to help children concentrate. Children are very proud of their achievements.
- The childminder has a very good understanding of how children learn and uses every opportunity throughout the day to build on this. For example, she counts as she goes up the stairs and talks about the quantities of objects. Children count the number of stairs confidently and talk about the different quantities of objects.
- The childminder has developed effective partnerships with the schools and nurseries that she collects children from. However, the childminder has not yet considered ways in which she can work with other professionals, such as health visitors or other settings that children attend. For example, she now needs to find ways to work with settings that children also attend that she does not have direct contact with.
- The childminder has a very good relationship with parents. She uses a range of methods to communicate with them. Parents comment that they feel well informed and like seeing what their children have been doing during the day.

The childminder shares information with them about how they can support their children at home. She encourages parents to share information about their children's development at home.

- The childminder knows children well. She plans activities based on their interests and what they need to learn next. Her environment is planned with children's interests in mind. They come in confidently, settle quickly and choose what they want to play with. Young children, from an early age, engage in imaginative play. They confidently copy what they have seen adults do as they pretend to feed the crying baby doll and soothe her.
- The childminder does not consistently help children to understand how good practice in relation to handwashing can support their good health.
- Children are confident and independent. They are confident to express their own needs. For example, toddlers take the childminder to the kitchen and point to their packed lunch as they say 'snack' and 'bag'. They feed themselves and are very keen to take part in activities. Children confidently help themselves to activities in the playroom.
- The childminder seeks feedback from parents on how she can improve her provision. However, her evaluations are not sufficiently precise to identify all areas for improvement. In addition, her plans for professional development are not sufficiently focused on raising the quality of her provision even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of the signs and symptoms of possible abuse. She knows who to contact should she have any concerns about a child's welfare. The childminder attends all mandatory training regularly to ensure that she keeps her knowledge and skills up to date. The childminder demonstrates a strong understanding of wider safeguarding issues, such as the 'Prevent' duty guidance. Her home is safe and well maintained and she has good procedures in place to ensure children's safety. For example, she checks the identity of all visitors to her home, prior to signing them in.

What does the setting need to do to improve?

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

- extend partnership working even further to include all professionals who are involved in children's care and learning
- help younger children to understand how good hygiene supports their good health
- strengthen self-evaluation to include identifying precise areas where practice can be improved, and use this information to target further professional development to raise the quality of practice even further.

Setting details

Unique reference number	EY293118
Local authority	North Tyneside
Inspection number	10117073
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	26 April 2016

Information about this early years setting

The childminder registered in 2004 and lives in Wallsend, Tyne and Wear. She operates all year round from 7.30am 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 three-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback 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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