

Childminder report

Inspection date: 6 July 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children have warm and secure attachments with the childminder. They feel safe in her company and enjoy plenty of cuddles and affection. There is lots of space to play and a range of resources to choose from indoors and outdoors in the secure garden. The childminder has adjusted her practice to protect children in her care during the COVID-19 (coronavirus) pandemic. Parents no longer enter the home. Instead, they drop their children off at the door. The childminder has successfully helped new children to settle in during this time. She meets prospective parents at outdoor venues, such as a park or cafe, so that children and parents can get to know her before they start.

Children demonstrate positive attitudes and persevere with tasks. For example, young children concentrate as they make a jigsaw and try to fit two pieces together. The childminder supports their play by talking about what the pictures are on the jigsaw. Children receive praise when they have a go. They behave very well in the childminder's care. The childminder is a good role model and is kind and thoughtful as she speaks to the children. She teaches children how to share and take turns. Children respond well to her instructions.

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

- Since the last inspection, the childminder has worked hard to raise the quality of practice. She completes a variety of training and incorporates her learning into her daily work. For example, training on how to teach children has helped her to develop children's mathematical understanding. For instance, they throw a dice and match the number shown using blocks. When the childminder prepares fruit for snack time, she counts and shows the children how many pieces they have.
- The childminder observes children and assesses their stage of development. Before parents leave their children in the childminder's care, she finds out about their routines and development at home, and what their interests are and their likes and dislikes. She uses her assessment and the information gained to plan activities that challenge children effectively to reach the next stage in their learning.
- Parents speak positively about the childminder. She keeps them well informed about the progress their children make. She gives them ideas about how they can support their child's learning at home. Parents state that their children make really good progress in their development and clearly have a lot of fun and enjoy their time with the childminder.
- The childminder focuses on developing children's physical skills. During the COVID-19 pandemic, she has purchased an indoor climbing frame and slide. This is to offer climbing activities which develop children's large-muscle skills, while they cannot visit places such as soft-play centres. Improvements have been

made to the garden to extend learning opportunities for children outdoors.

- The childminder makes use of spontaneous activities for children, such as exploring the rain puddles in the garden. Children have great fun splashing around in their wellington boots. However, children voice their disappointment when the childminder interrupts their play to move on to other tasks, such as nappy changing.
- Overall, the childminder promotes children's communication skills well. She speaks clearly to children. She joins in with children's play and repeats words for them to learn. However, her pronunciation of some words is not correct. This means that children are not consistently learning the correct words for their speech and language development.
- Children show an interest in books from an early age. The childminder shows very young children how to carefully turn the pages. She points to the pictures and asks children what sounds the animals make. Children recognise a cow and say 'moo' and they say 'neigh' when they see a picture of a horse. She supports the story with toy animals, and children enjoy lining up several toy cows.
- Children learn about how things grow. They plant seeds in the garden and help to care for the plants. They are keen to check how the carrots and herbs are growing and to check whether they need some water.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder accesses a broad array of suitable child protection training. The childminder is knowledgeable about wider issues that can affect children, such as extreme views and behaviours. The childminder knows precisely how to report any concerns about children to relevant professionals, to protect children from harm. Her child protection policy also reflects this. The childminder ensures that her home is a safe and clean environment for children to access. The premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access.

What does the setting need to do to improve?

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

- use the correct pronunciation of words when speaking to children so that children learn the correct way to say them
- recognise when children are deeply engrossed in their play and learning so that they are not interrupted.

Setting details

Unique reference number	EY295111
Local authority	North Tyneside
Inspection number	10128322
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	6
Number of children on roll	3
Date of previous inspection	14 October 2019

Information about this early years setting

The childminder registered in 2004 and lives in Monkseaton, North Tyneside. She provides care all year round, except for bank holidays and family holidays. She operates from 7.30am to 5.30pm on Tuesday, Wednesday and Thursday, and from 7.30am to 4pm on Friday. The childminder provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Lynne Pope

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 the evaluation of the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Discussions were held with the childminder. The inspector looked at relevant documentation and discussed the suitability of persons living in the household.
- The inspector took account of the written views of parents.

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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