

Childminder report

Inspection date: 5 July 2023

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 dedicated and caring and makes great efforts to ensure that children are happy and entertained. Parents say they trust her implicitly. Children are very happy in the childminder's care. They thoroughly enjoy her playing alongside them, copying what she does as they roll balls or paint with trains. Younger children demonstrate that they are happy as they run inside, giggling, to hide from the childminder. The childminder supervises children well and reminds them of safety rules, such as sitting on their bottom on the slide. Children negotiate different surfaces and levels outside. For example, they join in with 'one, two, three bump' as they move from the decking to the grass.

The childminder's curriculum is ambitious and has a clear focus on developing children's communication and language and physical skills. She plans a range of activities, such as books and rhymes, to support children's learning further. Children thoroughly enjoy looking at books and persevere as they build train tracks. They behave well. The childminder makes her expectations clear to children. For example, she reminds children to sit down when they are eating and drinking. Children follow the childminder's rules and carry their cup to a seat.

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

- The childminder is keen to keep her knowledge and skills up to date. She carries out a range of research and training in her own time. This is specifically focused at developing children's learning further. Recently, for example, the childminder has looked into ways that she can support the communication and language of two-year-old children. She now displays books so that children can see the books and illustrations. This is helping children to develop a love of books and increase their vocabulary.
- The childminder helps children to understand how they can keep themselves healthy. Two-year-old children learn how to wash their hands with soap and water. The childminder has recently introduced toothbrushing into the daily routine. She also talks to children about the importance of brushing their teeth after meals.
- The childminder supports children's communication and language extremely well. For example, she gets down to children's level and uses simple words and phrases. This focus has had a significant impact on children's learning. During the inspection, the childminder introduced words such as 'star' and 'ball' as they played with balls. By the end of the morning, children were using these words in their play.
- The childminder generally notices what children are interested in and introduces this into her play. For example, she helps children to build a train track so they can move the trains around it. Children concentrate well when she does this.

However, children have fewer opportunities to follow their fascinations outside, and sometimes they lack the same levels of concentration.

- The childminder plans a range of opportunities to develop children's physical skills. For example, children enjoy using balance bikes and slides. She provides a range of activities to support children's small-muscle skills, such as chalking and painting. However, occasionally, the resources she provides do not support children's stage of development. For example, children draw on smaller pieces of paper, when they do not have the skills for this. Children sometimes lose interest in these activities because of this.
- The childminder has a good relationship with parents. She adapts her methods of communication to support parents. For example, she now uses electronic communication to support parents who do not like daily diaries. The childminder talks to parents about what she is working on with children and gives them advice on how they can develop this learning at home. For example, she talks to parents about how to develop younger children's communication skills.
- The childminder identifies areas where she needs to improve. She takes effective action when she identifies what she needs to develop further. An example of this is the independent research the childminder has done to develop her knowledge of the progress check at age two.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of how she can keep children safe. She has an in-depth understanding of the signs and symptoms that may suggest that a child may be suffering from abuse. She talks confidently about what she would do if she had concerns about children's welfare, including the procedures she would follow. The childminder talks confidently about wider safeguarding issues, such as the 'Prevent' duty guidance. The childminder ensures that her home is safe and well maintained. For example, her front doors are locked, and her back garden is secure. This prevents unauthorised visitors entering her home.

What does the setting need to do to improve?

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

- provide more opportunities for children to follow their own interests, particularly outside
- ensure that activities planned to support children's small-muscle skills support their age and stage of development.

Setting details

Unique reference number	EY295459
Local authority	South Tyneside
Inspection number	10295357
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	9
Date of previous inspection	19 December 2017

Information about this early years setting

The childminder registered in 2004. She lives in Jarrow, Tyne and Wear. The childminder operates all year round, from 6.30am to 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an approved qualification at level 3.

Information about this inspection

Inspector

Elizabeth Fish

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 around her home and explained how she organises the curriculum.
- Parents provided written feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including those relating to the childminder's suitability.
- The inspector observed children playing and learning.
- The childminder explained how she keeps children safe and manages her provision.

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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