

Childminder report

Inspection date: 17 February 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

Children benefit from a broad curriculum that supports their learning well, overall. The childminder has clear aims for what she wants each child to learn. This helps to ensure that all children are successfully supported to build on what they know and can do. Children explore sand and water, curiously watching what happens when they mix them together. Toddlers begin to develop balance and coordination when they use push-along toys and tricycles in the yard. Older children have plenty of opportunities to develop their creativity. For example, they use different resources, such as pens, crayons and paint to create rainbow pictures.

The childminder's gentle, caring approach puts children at ease. Her frequent praise and encouragement contributes to the high levels of confidence and self-esteem that children show. Children are happy learners. They are curious and keen to get involved, consistently busy in their play. Older children concentrate well during activities and keep trying when trying new tasks. The childminder helps children to become independent. From a young age, they insist 'I do it' when putting on wellington boots for outdoor play. They help with tasks, such as washing dishes and watering plants, which help them to develop a sense of responsibility.

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

- The childminder provides excellent support for children to develop their language skills. She speaks clearly and simply to young children, using repetition to help them become quickly familiar with new words that she introduces. For instance, children learn words such as 'segment' and 'divide' when sharing fruit with their friends. They develop a wide vocabulary that prepares them well for later learning.
- A wide and appealing range of resources and prepared activities is consistently available to children. Older children happily select their own resources and become engrossed in purposeful play. Occasionally, younger children find it difficult to choose where to play or become overwhelmed at the choices available. They move very quickly between activities becoming, at times, slightly restless. This makes it more difficult for the childminder to successfully support their learning.
- The childminder involves children in plans for their learning and supports them to remember and recap what they have learned. Children proudly share their 'floor book', where their activities and learning are recorded using photographs and art work. They point out their friends and eagerly tell visitors about their activities. This helps to reinforce and deepen children's learning.
- Parents say they work together 'as a team' with the childminder. She frequently seeks their feedback using questionnaires to ensure that they are happy with the

care and learning that she provides. Parents consistently rate the childminder as 'excellent' and commend her for being accommodating to their needs and encouraging children to try new activities.

- The childminder continues with her own research and learning. She evaluates her new knowledge and skills, and plans enhancements to her good teaching and practice. This contributes to her strong capacity for continuous development.
- The activities and resources that the childminder provides reflect a wide range of families, cultures and traditions. She uses these well to help children to celebrate what makes them unique and to help them to feel valued and included. This helps children to develop an understanding of diversity in their own family, their community and in the wider world.
- The childminder has a gentle, calm approach to managing behaviour that children, generally, respond well to. There are occasions, however, when she does not make her expectations as clear as possible. At times, she asks questions rather than giving a direct instruction. For example, she asks if children would like to come indoors, when they must come in to get ready for lunch. Children who say 'no' become frustrated when they have to come indoors despite choosing to play outside.
- Children benefit from home-cooked, nutritious meals and plenty of fresh air and exercise. They are very familiar with hygiene routines, such as handwashing, and enjoy activities and games that teach them about brushing their teeth. This helps them to understand the importance of healthy lifestyles and supports their good physical health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding legislation and guidance up to date, for example, by attending advanced level training courses. This contributes to her very good knowledge of the signs and symptoms that a child may be suffering from harm or abuse. She is very aware of a wide range of potential risks, both within the child's home environment and the wider community. She keeps handy guides and relevant contact details close at hand. This helps her to know exactly how to respond swiftly, if she is concerned about a child's welfare. The childminder's premises are safe, secure and suitable for childcare.

What does the setting need to do to improve?

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

- enhance the organisation of activities and resources to help younger children to engage even more effectively in their learning
- give even more consistent messages to children about expectations for their

behaviour to help to lessen their occasional frustrations.

Setting details

Unique reference number	EY313245
Local authority	South Tyneside
Inspection number	10263486
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	0 to 8
Total number of places	6
Number of children on roll	18
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2005 and lives in Boldon Colliery, South Shields. She operates all year round, except for bank holidays and family holidays. Her opening hours are 7am to 6pm on Mondays, Thursdays and Fridays, and 7am to 7pm on Tuesdays and Wednesdays. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

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 the areas of her home used by children and discussed how she ensures they are safe and suitable. She explained how she organises her early years provision, including the aims for her curriculum.
- 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 childminder provided written feedback from parents and evidence of consultation with children. The inspector took these views into account in her evaluation of the provision.
- The inspector spoke with the childminder about the leadership and management of the setting at appropriate times during the inspection. The childminder provided a range of relevant documents to support this discussion.

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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