

Childminder report

Inspection date: 26 January 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 are happy, settled and confident in the childminder's welcoming home. The childminder knows children in her care well and follows their interests when planning fun activities. Children are eager to explore and investigate what happens next. For example, they pour water down a chute into a tray, making a wheel move. These experiences help children to develop a positive attitude to their learning. Children gain the skills which they will need for their future learning.

Children quickly form strong bonds with the warm and friendly childminder. They show that they feel secure in her care. The childminder reminds children of the rules that are appropriate to their age. One example of this is when she encourages children to help tidy away toys after activities and praises their efforts. Children begin to make healthy choices when selecting what foods to eat. For example, they delightedly choose to have raspberries and banana for their snack. The childminder recognises when children are becoming tired and need a change of pace or some reassurance. For instance, she sits quietly with young children, who will no longer take a nap, and comforts them while they have a rest instead. The childminder knows the books that young children will enjoy looking at and their favourite songs and rhymes.

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

- Children delight in making choices freely from a good range of accessible resources, indoors and outside. They take a lead in their play. For instance, young children make marks with chalk on a board and say that they are drawing a dog. They talk about what the pet eats and where it lives. This helps children to practise their early literacy skills.
- The childminder reflects on her provision continuously. She regularly meets with other childminders to exchange ideas and information. However, the childminder does not sharply focus her professional development programme. She does not update her skills and knowledge to extend the quality of education further.
- Partnerships with parents and carers are good. Parents value the advice and support that the experienced childminder gives to them, for example, with toilet training. The childminder updates parents with frequent photos of what their children are doing and learning. This supports parents to continue their children's learning at home.
- The childminder confidently talks about what children know and can do and their likes and dislikes. She uses this information to provide activities which help children to learn and develop. Overall, children make good progress. However, sometimes, the childminder does not use her observations and assessments to plan precisely to extend children's learning further.
- Children practise their early mathematical skills during routine activities and play.

The childminder encourages young children to count up to 10 and recognise basic shapes, such as 'hearts' and 'circles'. Children develop an understanding of mathematical concepts, including size and measure.

- The childminder asks children questions about what they are doing and listens carefully to their ideas and thoughts. She adds new words to conversations, pronouncing these clearly, so as to develop children's vocabulary. For example, children identify animals that they recognise and the childminder names others, such as alligators and foxes, to extend their knowledge. This helps to promote children's communication and language skills well.
- Children learn to do things for themselves, such as washing their hands after using the toilet and before eating. The childminder talks to them about germs and how to keep themselves safe. Children develop an understanding of self-care and how to stay healthy.
- The childminder prioritises giving children opportunities to meet others and make friends. Children attend different groups to take part in singing and dancing, physical play and socialising. They enjoy fresh air and exercise at local parks. The childminder helps children to find out about others, their wider community and the world around them during regular outings.
- The childminder sets clear boundaries and high expectations for children, who behave well relative to their ages. However, she does not provide consistent opportunities to support children fully to recognise and manage their own feelings. This means that occasionally children are distracted from their play for short periods of time until they settle down.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of processes to follow if she has any concerns about the welfare and well-being of a child. She knows the signs of potential abuse and issues that may cause harm to children, including cyber-bullying and extremism. The childminder regularly updates her safeguarding training and reviews her policies. She shares her policies with parents from the start. The childminder knows about notifying Ofsted of any relevant changes or events. She explains to children how to keep themselves safe during activities. The childminder risk assesses her home to minimise any risks to children. She makes ongoing checks during outings.

What does the setting need to do to improve?

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

- identify further improvements to teaching skills and extend professional knowledge
- strengthen the planning of the curriculum, to provide opportunities to extend

children's learning even further

- enhance strategies to support children to manage their own feelings and emotions so that they can benefit fully from their experiences.

Setting details

Unique reference number	EY315057
Local authority	Gateshead
Inspection number	10263324
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 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2005 and lives in Felling in Gateshead. She holds a childcare qualification at level 3. The childminder operates all year round, from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Cathryn Clarricoates

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 provider and has taken that into account in her evaluation of the childminder.
- The childminder and the inspector discussed the curriculum.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder discussed her policies and procedures with the inspector.

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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