

Childminder report

Inspection date: 16 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 show a strong sense of belonging. The childminder forms warm relationships with them, which helps them to feel at ease. They move around her home with confidence, frequently returning to her for reassurance, support or a hug. The childminder clearly enjoys her role and wants the best for all of the children in her care.

The childminder's curriculum is broad and, overall, supports children's learning and development well. She joins in their play with enthusiasm, which ignites children's interest and encourages their involvement during play. Children are curious and very much enjoy their learning. Young toddlers enjoy hiding animals in the farm house and attempt to copy the sounds they make. They take great pleasure in sharing songs with the childminder, squealing with delight when they anticipate what comes next. Children learn about the world around them. For instance, they observe frogs that visit the garden pond and learn about life cycles. All children achieve well.

The childminder teaches children to say 'please' and 'thank you'. They respond well to her gentle prompts and reminders of her expectations. Children are polite and behave well.

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

- The childminder knows the children in her care very well. She takes account of their interests when providing activities and follows their lead during play. Overall, her skilful interactions support children's learning very well. However, occasionally, her plans do not focus specifically on what she wants them to learn. That said, children reach and, in some areas, exceed the typical levels of development expected for their age.
- Children make particularly good progress in their physical development. The childminder provides plenty of opportunities for them to practise large movements during play. Babies have plenty of space to learn to walk and run with confidence. They learn to climb safely up onto the sofa to sit on the childminder's lap. Children develop balance and coordination, for example, during visits to a soft play centre.
- Routines are centred around children's needs. The childminder tailors her practice to ensure that children receive a consistently high level of care. She is sensitive to children's cues. She knows from their actions and behaviours when they are tired or need reassurance or comfort and meets these needs quickly. Children report that they are, 'always happy and feel safe'.
- Stringent hygiene procedures help children to learn about the importance of keeping clean. For example, routine handwashing after toileting and cleaning

noses helps to stop the spread of infection. The childminder regularly cleans toys and equipment, and does so more often at key times, for example, when children are teething and chew on toys. This helps to support children's good health.

- Children take part in celebrations linked to a range of cultures and traditions. Children learn about the values and beliefs of people in their community and the wider world. They develop a respect and understanding of others that prepares them well for life in modern Britain.
- The childminder takes children to groups in the local area, such as playgroups and the library. Children experience being part of a larger group, which helps to prepare them for school. They develop confidence around others and build on their social skills.
- Parents describe the childminder as 'kind, caring and fun to be around'. There is a very good two-way flow of information between parents and the childminder. This helps to ensure continuity of care and helps parents to better understand what their children learn during their time with the childminder.
- The childminder reviews her practice. For example, she seeks feedback from parents and children and checks that children are making good progress. She recognises that she would benefit from further professional development opportunities. Although she attends some available training and shares information with other childminders, arrangements are not focused precisely enough on enhancing the quality of education provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding guidance and legislation up to date. For example, she attends relevant training, drop-in sessions with other childminders and online forums. This contributes to her good knowledge of how to identify and respond to children at risk from harm or abuse, including the risks posed by extreme views and behaviours. The childminder has clear procedures in place to record and report any concerns about a child's welfare. Her strong relationships with children and families help her to quickly identify any changes in children's well-being. The childminder's home is safe and secure.

What does the setting need to do to improve?

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

- make more precise plans for children's learning to help them to raise their achievements even further
- refine plans for professional development to help to raise the already good teaching to even higher levels.

Setting details

Unique reference number	EY317778
Local authority	North Tyneside
Inspection number	10264359
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 June 2017

Information about this early years setting

The childminder registered in 2005 and lives in North Shields, Tyne and Wear. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the areas of the childminder's home used for childcare. The childminder talked about her curriculum and how her provision is organised.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about leadership and management matters. She provided a range of documents to support this discussion, including evidence of suitability checks carried out on adults living at the address.
- The inspector interacted with children during the inspection. She took account of the views of parents and of older children 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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