

Childminder report

Inspection date: 20 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder is kind and caring. Children show that they are at ease in her care. For example, they move confidently around the childminder's home, selecting toys and activities. The childminder is aware that some children have had limited social experiences due to the COVID-19 pandemic. She provides plenty of opportunities for them to spend time with other children, such as meeting up with other childminders and children and visiting groups in the local area. The childminder's consistent guidance for good behaviour helps children to understand what is expected of them. Children respond positively to the childminder's prompts and reminders, and they learn right from wrong.

Children make good progress. The childminder knows them well and assesses their learning. She uses her findings well, overall, to plan activities to help children to learn more. For example, she provides stickers and templates to help children to become familiar with new shapes. The childminder's curriculum is child focused, with a balance of home-based learning and visits to local places of interest. Children learn about the world around them during outings to the local duck pond and the farm. Children are keen to learn. They are very self-sufficient in their play and enjoy exploring their environment.

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

- Children have a positive attitude to learning. They concentrate well during attempts at simple puzzles, such as ordering toy bears by size. The childminder gives children plenty of time when they try to fit all the pieces back in the box. Children keep trying until they succeed, showing resilience and good problem-solving skills. They show pride in what they can achieve.
- The childminder takes some steps to support children's developing language, such as repeating words and phrases back to them when they narrate their own play. However, much of the language the childminder uses with children is already familiar to them, which does not help them to expand their vocabulary. Occasionally, the childminder does not give children enough time to respond to her questions before answering them herself or moving on to a new topic of conversation.
- Some children show an interest in creative activities, such as drawing. However, the childminder has not fully thought about how she can plan more effectively and inspire other children who are less willing to take part. This means that they have fewer opportunities to develop skills such as early mark making and pencil control, in preparation for early writing. These children, therefore, do not make the best possible progress in literacy.
- The childminder rotates toys and games to help children to stay interested in learning. Children show very good imaginative skills when, for example,

pretending to feed dolls and pack their bag for a special trip. The childminder supports this well, joining in children's play and helping them to develop their ideas.

- Children benefit from plenty of physical play and exercise, for example, during walks and visits to the park in the local community. The childminder encourages a healthy diet, offering children fruit and vegetable snacks and preparing home-cooked meals. This helps to support children's good health.
- Parents are happy with the care and learning experiences that their children receive. They describe the childminder as 'great' and 'reliable' and appreciate the enjoyable activities that she provides. The childminder gives parents regular feedback about their children's time in her care and their progress in their learning. This helps parents to provide further support for their children at home.
- The childminder offers children plenty of praise and encouragement. This helps to raise their self-esteem, and they show great pride in their achievements. Children are eager to please, and they enjoy the responsibility of carrying out tasks to help the childminder. For example, they help to tidy away the toys, making sure that each one goes into the correct box.
- Children learn about ways to keep themselves safe. For example, the childminder teaches them about the dangers of shining the torch near their eyes while they have a treasure hunt. The childminder reminds children to stay seated and still while they are eating.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support children's language development even more effectively, for example, by modelling new words and increasing the time and opportunities that children have to respond during conversations
- provide more appealing opportunities for children to practise skills such as mark making and pencil control, in preparation for early writing.

Setting details

Unique reference number	EY319537
Local authority	North Tyneside
Inspection number	10351413
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	3 to 7
Total number of places	6
Number of children on roll	2
Date of previous inspection	4 September 2018

Information about this early years setting

The childminder registered in 2006 and lives in Cramlington, Northumberland. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early years education for three-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 setting.
- The childminder showed the inspector around the areas of her home used for childcare. She discussed her early years curriculum and how she organises her provision.
- The inspector observed interactions between the childminder and the children. She assessed the impact of the childminder's teaching on children's learning and development.
- The childminder carried out a planned activity with the children present and evaluated it along with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of parents' views from written feedback provided.
- The inspector looked at relevant documents provided for inspection by the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024