

Childminder report

Inspection date: 26 May 2022

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 very happy in the childminder's care. Parents comment that their children love going to her house. They comment that the childminder works with them well to develop a consistent approach to managing things, such as toilet training. Children demonstrate that they are happy as they talk to their friends eagerly as they come home from nursery. They behave well. Children quickly tidy up when the childminder asks them to. They respond well when she reminds them that they need to take turns with the toys. Children are safe in the setting. For example, they hold the childminder's hand when they walk back from nursery.

Overall, the childminder has high expectations for children. She places a high priority on children trying to do things for themselves as they get ready to start nursery. The childminder gives them time to attempt tasks and provides support as necessary. During the inspection, children demonstrate their growing independence skills as they put their own shoes on and attempt to put their coat on. This helps children to develop the necessary skills for the next stage in their development.

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

- The childminder has clear plans for what she wants children to learn. She sets up her environment to support children's learning. For example, she puts out ramps and guttering to help children to develop their independence and construction skills. Some children build ramps and chutes. They focus intently as they explore how cars move down the chutes placed at different gradients.
- The childminder gives children clear and consistent messages about healthy lifestyles. Children know that they must wash their hands before eating. They enjoy a range of healthy meals and snacks with plenty of fresh fruit and vegetables. Children walk to and from school and visit local parks. This helps children to develop an awareness of how they can keep themselves healthy.
- The childminder generally has a good understanding of how to support children's learning. She works alongside children and helps them to engage in their learning. For example, the childminder supports them as they race cars on a racetrack. She seizes opportunities to extend children's learning. She introduces counting and mathematical vocabulary as they play. However, at times, the childminder asks children how they can do things but gives them suggestions before they can answer. For example, she asks children how they can pick up the rice and then tells them how they could use the scoop. This reduces opportunities for children to explore and express their own ideas.
- Occasionally, the childminder focuses too much on helping individual children to engage in their learning. When this happens, she does not provide the same level of support and challenge to other children. During the inspection, the childminder spends time helping individual children to engage with the car

activity and build a road. When this happens, other children take on an observatory role and they do not demonstrate the same high levels of involvement.

- The childminder has a good relationship with parents. Parents appreciate the strong communication. The childminder shares information about what children have been doing. She talks to parents to develop a consistent approach to supporting children to manage their own personal hygiene.
- The childminder keeps her knowledge and skills updated. She has attended a range of training and webinars to strengthen her practice. Recent training has helped the childminder to review how she observes and assesses children's learning. She has reduced the time she spends on this. This helps her to spend more time working with children, which extends their learning.
- The childminder has a good relationship with staff at the local schools. She finds out what children are doing and plans activities to complement their learning. For example, she builds on what children are doing in school about the Queen's platinum jubilee and provides activities to support this further. Children thoroughly enjoy making bunting and crowns and talking about their jubilee picnic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. She identifies hazards and takes effective action to prevent accidents. For example, she is currently not using her garden, due to risks from scaffolding. She ensures that children cannot enter or leave the premises unattended. The childminder has a good understanding of safeguarding. She talks confidently about the signs and symptoms that suggest a child may be suffering from abuse. She has clear procedures to follow if she has concerns about a child's welfare.

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 explore and express their own thoughts and ideas, to extend their learning
- provide consistently high levels of support and challenge to help all children to become more deeply involved in their learning.

Setting details

Unique reference number	EY320779
Local authority	Gateshead
Inspection number	10234994
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	15 March 2017

Information about this early years setting

The childminder registered in 2006 and lives in Gateshead. She operates from Monday to Friday all year round, except for bank holidays and family holidays. Sessions are from 7.45am to 5.30pm on Monday to Thursday. On Friday, sessions are from 7.45am to 4.30pm. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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 setting.
- The childminder showed the inspector around her home and explained how she organises her curriculum.
- The inspector observed children playing and evaluated the quality of the childminder's interactions and the impact on children's learning.
- The inspector talked to children at appropriate times during the inspection.
- The childminder evaluated an activity with the inspector.
- The childminder showed the inspector a range of documentation, including evidence of her suitability.
- Parents provided written feedback for the inspector.
- The inspector talked to the childminder about how she 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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