

Childminder report

Inspection date: 11 February 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 happy and very settled in the childminder's warm and nurturing care. Parents comment that their children run eagerly into the childminder's setting with smiles on their faces. Children play and learn in a homely environment. They giggle and laugh throughout their play. The childminder encourages children to choose what they would like to play with. She makes sure that the activities and resources she offers children challenge and extend their learning. Young children try hard and persevere to fit pieces into a jigsaw puzzle. They develop their imaginations. For example, children pretend to 'fix' and 'clean' the floor with pretend tools and brushes. Younger children talk into pretend telephones, excitedly saying 'hello' to their parents.

Children behave well. The childminder encourages them to share and take turns. Children are given many opportunities to be physically active. They regularly visit parks, woods and the countryside. Children explore and experiment with creative materials. They are keen to show, and are clearly proud of, their creations. Children learn to keep themselves safe. For example, the childminder reminds them not to put glue in their mouth and to sit still when eating, in case they choke.

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

- The childminder collects information from parents about what their children know and can already do. This helps the childminder to plan stimulating activities which are appropriate to children's needs and interests from the start. The childminder plans a curriculum which takes account of what individual children need to learn next.
- The childminder encourages children to follow healthy lifestyles. She works with parents to make sure that children have a balanced diet. Young children enjoy a nutritious snack of blueberries and banana, and they learn about foods which are good for them.
- Children are encouraged to be as independent as possible at every opportunity. They access their water bottles when they are thirsty. The childminder supports children sensitively during care routines, such as washing their hands, having their nappy changed or going for a sleep.
- The childminder places a strong focus on developing children's communication. She speaks clearly and repeats words as children play. Babies happily babble and make their needs known. Younger children learn new vocabulary as they play. For example, the childminder names the toy animals that children are playing with, such as 'caterpillar', 'starfish' and 'sea lion'.
- Children have many opportunities to develop their literacy skills. They take part in regular singing sessions and story times each day. Children cuddle up to the childminder as reads them a large book about a hungry caterpillar. She uses

puppets to help to engage children in the story and encourages them to join in.

- The childminder shares the progress check for children aged between two and three years with parents. She uses this check to identify any gaps in children's development. The childminder liaises with other professionals, such as speech and language therapists, where needed, to help children to catch up in their learning.
- The childminder plans regular opportunities to encourage mathematics during children's play and daily routines. Children count and compare objects. The childminder also supports children to recognise colours and shapes during craft activities.
- The childminder communicates with parents effectively. She regularly shares information about children's learning. Parents are extremely positive about the care that their children receive. They comment that their children make very good progress, especially in their speech and language development.
- The childminder regularly takes children on outings in the local community. Children enjoy visits to playgroups, the library and soft-play centres. This helps children to develop their confidence and play with larger groups of children.
- Children are engaged in their play and demonstrate good levels of concentration. The childminder takes time to talk to children so that they feel special and valued. She encourages children to talk about their own home lives and families.
- The childminder makes sure that all her mandatory training, such as first aid and safeguarding, is kept up to date. However, she has not focused her professional development to help raise the quality of education even further, to raise outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She is fully aware of the different signs and symptoms of abuse. The childminder attends regular training to keep her knowledge of child protection up to date. She knows the course of action she would take in the event of a concern about a child's well-being. The childminder carries out regular checks of her home to eliminate any hazards to children. She teaches children about to keep themselves safe when out in the community, such as when crossing the road.

What does the setting need to do to improve?

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

- plan professional development opportunities more precisely to raise the quality of teaching and learning to a higher level.

Setting details

Unique reference number	EY349154
Local authority	North Tyneside
Inspection number	10217937
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 September 2016

Information about this early years setting

The childminder registered in 2007 and lives in Killingworth, Tyne and Wear. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

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 and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views with the inspector through written comments.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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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