

Childminder report

Inspection date: 5 October 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 in the care of this caring and friendly childminder. Children demonstrate this as they play in the pretend kitchen, preparing food and washing the dishes. They talk to the childminder, negotiating tasks. For example, children tell the childminder that it is their turn to load the toy dishwasher. Children giggle as the childminder tickles them. Parents comment that their children love attending. The childminder teaches children how to keep themselves safe. For example, younger children know that they must hold the childminder's hand when they are out and about. The childminder helps children to learn how to cross the road safely and to keep themselves safe from strangers.

The childminder has high expectations of children's learning. For example, she places a high priority on developing children's literacy and mathematical skills. Children make good progress in their learning. Parents value the activities which the childminder plans to support children's learning. Children behave well. They respond well when the childminder tells them to tidy up. The childminder works with parents to develop a consistent approach to managing children's behaviour in the home.

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

- The childminder knows what she wants children to learn. The activities she provides reflect her clear curriculum intent. However, occasionally, some activities designed to teach children new skills do not motivate children. For example, the childminder plans activities to help children to recognise colours. Sometimes, she labels the names of colours as they play. When she does this, children maintain motivation and talk about the colours. However, occasionally, when the childminder asks children the names of the colours, they lose interest and choose another activity.
- The childminder places a high priority on children's mathematical skills and demonstrates a range of vocabulary as she plays alongside children. For example, she models counting and uses vocabulary such as 'more' and 'less' as she talks to children. Children confidently count and compare objects. During the inspection, two-year-old children confidently count how many strawberries they can see in a book.
- The childminder supports children's language effectively. She uses a range of strategies, such as repeating what children say, to develop their language. During the inspection, children talk about a recent trip on a train. The childminder provides good support to help children to explain how they waited for the train, and that it went around and then stopped. Children are confident communicators.
- The childminder teaches children how they can keep themselves healthy. For

example, she reminds children to wash their hands before snack. They enjoy a range of healthy food, such as fruit. Children enjoy plenty of fresh air and exercise. For instance, they walk to and from school and visit the local park.

- Children enjoy their learning overall. For example, children are engaged as they prepare a picnic for their teddies in the play kitchen. They count out cups and plates and learn to share them between everybody else. The childminder supports them effectively as she extends their play further. For example, she asks, 'Is the pizza ready?' This prompts children to 'cook' the pizza and offer different toppings to the guests. This supports children to engage in their learning.
- The childminder has a good relationship with parents. She communicates with parents at drop-off and collection times about what children are doing at home and how she can support them. The childminder shares information about children's learning. Parents appreciate this informal approach to sharing information. Parents know where their children are in their learning and how they can support their children further.
- The childminder knows that since the COVID-19 pandemic, she has not explored ways in which she can enhance the quality of education further. However, she has recently accessed mandatory training online and now plans to explore further professional development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. She has clear boundaries in place to ensure that children are safe in her home. For example, children know that they must not play near the glass dining table. The childminder has a good understanding of the signs and symptoms that may indicate that a child has been subjected to abuse. She knows who she would contact if she had concerns about children's welfare. The childminder has taken effective action to update her knowledge of all aspects of safeguarding, including the 'Prevent' duty guidance.

What does the setting need to do to improve?

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

- enhance teaching, particularly when children are learning new skills, so that they maintain concentration at all times
- develop plans for professional development and focus more specifically on raising the quality of education to a higher level.

Setting details

Unique reference number	EY357681
Local authority	Gateshead
Inspection number	10229527
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	2
Date of previous inspection	24 January 2017

Information about this early years setting

The childminder registered in 2007 and lives in Gateshead, Tyne and Wear. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

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 childminder.
- The childminder showed the inspector around her home and explained how she organises her learning environment.
- The inspector observed children playing. She evaluated the impact of the childminder's interactions on children's learning.
- The childminder evaluated an activity with the inspector.
- Parents provided written feedback for the purpose of the inspection.
- The inspector talked to children and the childminder at appropriate times during the inspection.
- The inspector viewed a range of documentation, including those relating to the childminder's suitability.
- The childminder explained how she manages her childminding service and how she keeps children safe.

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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