

Childminder report

Inspection date:

6 March 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are happy in the home of this childminder. They enjoy playing and chatting with each other, and explore the provision in the playroom with interest. The childminder's interactions with children support them to develop their concentration and perseverance as they play.

The childminder's curriculum supports children to develop skills across all areas of learning. She has a particular emphasis on supporting children's knowledge and understanding of the wider community in which they live. The childminder provides a multitude of trips and visits to support this aim. The childminder uses the wide variety of experiences that children receive to also support their good language development and confidence in new social situations.

The childminder has made some progress since her last inspection. For instance, children now receive greater support in relation to their communication and language skills. As a result, children are very chatty and confident talkers in the setting. However, the childminder has not taken enough action to evaluate and improve all areas of her practice. As a result, there are aspects which still require further improvement. In particular, the childminder does not yet ensure that she undertakes suitable continuous professional development opportunities to assist her in effectively evaluating and improving her practice further.

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

- The childminder has improved the quality of education for communication and language and makes better use of assessment. However, she has not yet undertaken suitable professional development opportunities to support her to evaluate the overall effectiveness of her provision. As a result, she does not independently identify areas of practice that require further development.
- The childminder does not keep up to date with changes to requirements. On the day of inspection, the childminder did not adhere to the requirement to ensure that children are always in sight and hearing when eating. This was discussed during the inspection where the childminder made immediate plans to ensure that this requirement would be met from that point on. However, this is further evidence that the overall leadership and management of this provision requires further attention.
- The childminder knows children well. She makes sure that assessments of children's development take place, including the progress check when children are aged between two and three years. The childminder uses this information to identify where children need support to meet their next steps in learning and development.
- During adult-led and child-led activities, the childminder identifies opportunities

to teach children new knowledge and skills, particularly in relation to language and mathematics. However, she does not match some activities well to the planned areas of learning and children's next steps in learning, to extend the progress that children make.

- There is a wealth of books for children to choose from. When children bring books to the childminder, they snuggle down to read, and soon all children want to join in with this cosy book-sharing experience. As they look at the books together, the childminder skilfully supports children with exploring new words and concepts, including finding opportunities to include other areas of learning, such as mathematics.
- Children's behaviour is managed in a positive and supportive manner. For instance, when older children become upset that their model has been knocked down by younger children, the childminder is quick to provide emotional support, as well as high-quality explanations to support children in their understanding how children of different ages play. As a result of the ongoing support they receive, children are very happy and content in the setting and have established friendships with one another.
- Hygiene routines involve children using wet wipes to clean their hands before mealtimes and after messy activities. However, children do not have enough opportunities to practise following full handwashing routines, including using soap and water. This limits the progression of children's independence skills.
- The childminder aims to support individual children's preferences in regard to food choices. However, at times, this is at the expense of encouraging children to eat a wide range of healthy and nutritious foods. Additionally, the childminder has not yet embedded a clear approach regarding oral hygiene.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve procedures for self-evaluation, including the identification of suitable professional development opportunities, to ensure that all aspects of practice continue to improve over time and that statutory requirements are met at all times	06/05/2025
ensure that children are always in sight and hearing when eating.	07/03/2025

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

- refine the planning for children's next steps in learning, to ensure that activities and experiences consistently support the sequencing of children's development across the different areas of learning
- develop the provision for supporting children's personal development further, including promoting high-quality hygiene routines and healthy eating.

Setting details

Unique reference number	EY365321
Local authority	South Tyneside
Inspection number	10357332
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	16
Date of previous inspection	12 June 2024

Information about this early years setting

The childminder registered in 2008 and lives in East Boldon. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a suitable qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Dani Taylor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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