

Childminder report

Inspection date: 27 June 2023

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 form strong bonds with the patient childminder. They are confident and settled in the welcoming home environment. Parents say that the childminder 'goes the extra mile to make sure that children are happy'. The childminder recognises when children in her care prefer to learn outdoors, either in the garden of her home or on outings. Children benefit from exercise and fresh air every day to help them stay healthy.

The childminder offers children encouragement and models good manners. For example, she praises children as they help to tidy away resources before song time. She says 'please' and 'thank you' to them. Children show that they understand the childminder's high expectations of them, for instance, to use quiet voices indoors. They cooperate well and follow her example of kind behaviour, with gentle reminders as needed. Children learn to share with others while they play. For instance, they take turns to use coloured paint sticks to make marks on a large sheet of paper.

The childminder talks to children throughout the day, giving a commentary to their play. She adds new words to help extend children's vocabulary. Young children are developing a love of stories, which supports the good development of their communication and language skills. They enjoy listening to familiar songs and joining in with the actions.

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

- The childminder knows children's interests well and provides a variety of fun activities across the areas of learning. All children make good progress, and the childminder knows how to access additional support for them if needed. However, she does not consistently plan a very strongly focused curriculum to build even further on children's knowledge and skills.
- Parents comment that they value the good levels of communication from the childminder. For instance, they have daily updates from her about their children's experiences and routines. The childminder works in partnership with parents to establish good continuity of learning between her setting and the child's family home. She exchanges information with other settings attended by children in her care and shares this with parents.
- The childminder reflects on individual children's needs to help her decide on what professional development courses to complete. For example, she uses the knowledge gained from a recent learning experience to improve her practice in speaking with children. The childminder meets regularly with other childminders to exchange ideas. Feedback from parents helps her to identify any further changes that may be needed for her setting.

- Children practise their social skills when they meet up to play with other childminders' children. They mix with different age groups. Children visit the local library where they join in with songs and rhymes. They make new friends and find out about the similarities and differences between themselves and others.
- The childminder takes children on a range of exciting outings that helps them to understand about their wider community. Children have opportunities to explore the world around them. One example of this is when they watch swans and ducks with their cygnets and ducklings at the nearby lake. They also visit a local farm to see and talk about the animals there.
- Children gain skills that help them to become more independent, in readiness for their future learning. For example, they find their own shoes, in preparation for outdoor play. They put these shoes on with help and guidance from the childminder. This builds their self-esteem. Children know where to access their water bottles when they are thirsty and say 'water' to let the childminder know what they want.
- Children benefit from vigorous exercise such as when they run around large open spaces and play football. They sing 'see-saw' as they balance on rockers in the garden. Indoors, they delight in dancing to music. These activities support their good physical development.
- The childminder helps children to learn about making healthy food choices. For instance, she works with parents to ensure that children enjoy nutritious snacks and meals. Children follow good hygiene procedures. For example, they are eager to wash their hands after outdoor play and painting and before eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her safeguarding training to help keep her knowledge updated. She identifies signs of possible abuse and knows the procedures to follow locally should she have any concerns about a child's welfare. The childminder is aware of a range of issues that may cause children harm. She frequently carries out checks, for example, to make sure the garden is safe for children to play in. The childminder carries out risk assessments for outings into the community. She helps children to understand ways to keep themselves safe. For example, she reminds toddlers to sit firmly on their chairs to avoid toppling over.

What does the setting need to do to improve?

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

- strengthen the planning of a consistently structured curriculum to build even further on children's existing skills and knowledge.

Setting details

Unique reference number	EY375879
Local authority	North Tyneside
Inspection number	10289395
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 November 2017

Information about this early years setting

The childminder registered in 2008 and lives in Killingworth, North Tyneside. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

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 and the inspector discussed how the childminder organises her early years provision, including the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and the childminder completed a joint observation together and discussed the learning outcomes.
- The childminder showed the inspector the premises and discussed how she ensures her home is safe and suitable.

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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