

Childminder report

Inspection date: 15 January 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a caring and nurturing environment. Children are happy and settled and build strong attachments with her. The childminder knows the children, their families and their specific needs well. Overall, she has high expectations for children and plans activities that stimulate and promote their learning. Children are motivated and concentrate particularly well on the well-thought-out activities the childminder provides. For instance, they keenly ask if they can repeat them. Children become very engrossed in fun games, such as sequencing pebbles which show images from their favourite stories. This helps children to confidently retell the story.

Children are confident to communicate their thoughts and ideas. They use language very well to imagine and describe possible scenarios. For instance, they talk enthusiastically about the strong wind taking the childminder's house into the sky. They describe with precision the movements the house would make in the wind. Children have a positive attitude to their learning and ask questions about the things they do not understand, such as, 'why is a cucumber green?'. The childminder supports children's self-esteem effectively, talking in positive terms about their abilities and what makes them unique.

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

- The childminder has a clear understanding of what children need to learn next and she plans activities and experiences to support their learning effectively. The childminder establishes effective partnerships with other early years providers where children's care and learning is shared. This contributes to meeting children's individual needs well and supports children's good progress.
- The childminder places a strong focus on children developing good mathematical skills. For instance, she plans activities linked to their favourite storybooks. The childminder engages in children's play to support them in counting objects and recognising corresponding numerals. Children are further challenged to develop their problem-solving abilities, such as how many more or less objects they will need to reach a given number.
- The childminder is keen to support children's communication and language skills well. She engages them in meaningful conversations to extend their speaking and listening further. For example, children keenly join her in discussions about what they see on their walks in the local community.
- Children develop a strong awareness of good hygiene routines. For example, they learn about the importance of washing their hands before eating to maintain their good health. Children are very confident in sharing their understanding with visitors and reminding them they also need to wash their hands. The childminder helps children to develop an understanding of healthy

lifestyles. For example, she discusses with children which foods will be beneficial to help them grow big and strong.

- The childminder offers good support for children who are learning English as an additional language. For instance, she learns words from children's home languages. The childminder ensures she has books and script displayed in her home so children can see their home language in print.
- Children develop a clear understanding of how to keep themselves safe. For example, during walks in the local community, the childminder helps children to understand the importance of looking and listening for approaching cars. She helps children to decide when it is safe to cross the road.
- Children behave well. The childminder is a good role model for children. They are polite and use good manners. Children develop good levels of confidence and self-esteem. The childminder offers children praise and encouragement. However, at times, she completes tasks for children rather than encouraging them to do things for themselves, to support their independence skills to the highest levels.
- The childminder supports children's emotional well-being very effectively. For instance, she works in strong partnerships with parents and has obtained photographs of their family members. Children relish talking about their family members who live in other countries.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the safeguarding and child protection requirements. She knows how to help protect children's welfare and keep them safe. This includes knowing who to contact to seek additional advice and to report and follow up any potential concerns. The childminder offers effective support for her occasional assistant, such as ensuring he understands his responsibilities. The childminder places a high priority on children's safety. For example, she completes safety assessments and takes appropriate steps to reduce all hazards in her setting and on walks in the local community.

What does the setting need to do to improve?

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

- extend the opportunities for children to do things for themselves and become more self-sufficient.

Setting details

Unique reference number	EY379215
Local authority	Gateshead
Inspection number	10117120
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 June 2015

Information about this early years setting

The childminder registered in 2008 and lives in Gateshead. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for children aged two, three and four years. Occasionally, the childminder works with an assistant. The childminder holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

June Robinson

Inspection activities

- The inspector and the childminder viewed the areas of the home used by children and discussed how the curriculum is organised.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector and childminder jointly considered the impact of teaching on children's learning.
- Documents were looked at by the inspector, including evidence of the suitability of all persons living in the household, insurance and paediatric first-aid training.
- The inspector took into account the views of parents.

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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