

Childminder report

Inspection date: 11 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 enjoy their time with this caring and loving childminder. Young children show this as they play alongside each other in the water. They laugh and giggle as the childminder tickles them during song time. Parents comment that their children love coming. Some comment that their children count off the days until they can see the childminder again. Children learn how they can keep themselves safe. For example, older children know that they cannot use the trampoline when others are on it. Younger children learn how to keep themselves safe by holding the childminder's hand, when they go outside.

The childminder generally has high expectations of children's learning. For example, she provides a range of opportunities for children to develop their physical skills. Children learn how to climb steps on a slide safely. They learn how to use a variety of tools to fill pots with pasta. Children behave well. The childminder has clear expectations, which she consistently reinforces. For example, children respond when the childminder asks them to tidy up. The childminder explains to children what she wants them to do, and gives them time to do this. This helps children to understand what the childminder expects of them.

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

- Children play in a well-organised learning environment. The childminder generally provides a range of enjoyable activities that help children to learn. For example, children enjoy picking up pasta with spoons to develop their physical skills. Children enjoy their time at the childminder's home. They thoroughly enjoy playing in the water. They laugh as they stamp in puddles. This helps children to make good progress.
- Children generally engage well as they play in the kitchen or the doll's house. They concentrate as they play with the dolls and check their heartbeat. Children work hard as they try to complete tasks. For example, they concentrate well as they work out how to replace the toy scanner into the space in the play kitchen. This helps children to develop good attitudes to learning.
- The childminder knows where children are in their learning. She identifies what children need to learn next. However, the childminder does not always focus enough on how she can provide opportunities for children to develop these skills. For example, she identifies that she wants to help children count with numbers, in order. However, during the inspection, she does not consistently build on these skills.
- The childminder has a good relationship with parents. She talks to parents on a daily basis about what children have been doing. She shares information about where they are in their learning and how they can help at home. Parents comment that they like the detailed communication.

- The childminder has a good relationship with local schools. She shares information about children's learning when they first start. The childminder finds out what children are doing in school and plans activities to develop this further. For example, she plans activities to help children to learn about autumn, to build on work in school. This helps to support children's learning.
- The childminder attends a range of training to keep her knowledge and skills up to date. She also researches different topics in her own time, to strengthen her understanding further. For instance, she has developed an understanding of the revised 'Statutory framework for the early years foundation stage', and has recently identified further training on this.
- The childminder plays alongside children and comments on what they are doing. She provides opportunities, such as singing, to develop communication. However, the childminder does not always provide enough opportunities for younger children to listen and respond. In addition, she does not consistently adapt her language effectively, to support less confident communicators. This reduces opportunities for less confident children to develop their language skills.
- The childminder does not give the children clear and consistent messages regarding good hygiene, particularly handwashing. For example, the childminder washes children's hands when they are out of the house, but does not consistently reinforce this in her own home.
- Children develop good relationships with their friends. They learn to share toys with them. For example, they wait for their friends to finish using the watering can.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding children. She attends a range of training to keep her knowledge and skills up to date. The childminder knows who to contact if she has concerns about children's welfare. She talks confidently about the signs and symptoms that may indicate that a child has been subject to abuse or neglect. The childminder takes effective action to keep children safe. For example, children play in a secure garden and her front door is locked.

What does the setting need to do to improve?

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

- provide more opportunities for younger children to listen and respond, and give them time to express their thoughts and ideas
- pay more attention to what children need to learn next, and make better use of all opportunities to develop these skills further
- give children clear and consistent messages about handwashing, to help them to understand how this helps to keep them healthy.

Setting details

Unique reference number	EY379780
Local authority	Gateshead
Inspection number	10229543
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2008 and lives in Gateshead. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector observed children playing and learning.
- The childminder discussed how she manages her provision.
- The inspector viewed a range of documents, including those relating to the childminder's suitability.

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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