

Childminder report

Inspection date:

18 November 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children demonstrate impressive levels of self-confidence. The childminder actively encourages children to explore a wide variety of highly exciting and stimulating resources and activities. For example, young children use all of their senses when baking gingerbread. They talk joyfully about the smell of the spices, pour out the flour carefully and use their hands to knead the mixture together enthusiastically. There are a wealth of opportunities for children to practise their mathematical skills. For instance, they measure ingredients using scoops and weighing scales. Children count and problem solve as they find out how many biscuits they will need for their friends. They choose which shape cutters to use and work out how to fit these on the dough to make the most biscuits possible.

The childminder's teaching and interactions are inspirational. She skilfully uses challenging questions to support children in their thinking and decision making. Children are highly confident communicators who relish joining in spontaneously with familiar songs, rhymes, and refrains from their favourite stories, such as 'The Gingerbread Man'. Children form firm friendships and work together cooperatively, sharing and taking turns. They demonstrate an excellent understanding of the expectations for their behaviour. Children are kind and respect each other. Their manners are superb.

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

- The childminder has a strong commitment to continuously improving her provision. Her precise self-evaluation takes into consideration regular, detailed feedback from children and families. She frequently consults with other local providers, including childminders and nurseries, to inform her meticulous planning. This enables her to meet children's needs exceptionally well.
- Partnerships with parents are very strong. Parents particularly value the adventures that their children experience in the childminder's care. The childminder is highly effective in developing strong links with other settings that children will attend. The meaningful two-way exchange of information is focused sharply on maximising children's achievements. This promotes continuity of care and learning for children of all ages.
- The childminder imaginatively and expertly extends children's learning through play. One example of this is when she hides model dinosaurs and small-world figures in a large tray full of blue foam. Each toy has a shape attached to it, which children identify when they find them. Children name the dinosaurs and chat about the different figures that represent members of the community, such as firefighters. They squeal with glee as they hunt through the soft material. Children are very well prepared for future learning, including the eventual move to school.

- The ongoing and targeted programme of continued professional development helps to maintain and extend the childminder's outstanding teaching skills. For example, the childminder has recently completed training to build on her already extensive knowledge of how children learn to read. She plans to implement new ideas to continue to support children's evident relish for language, books and stories to the highest level.
- The childminder has high expectations of children and knows their needs and interests extremely well. She uses this knowledge to plan stimulating visits into the local community, such as to view digging machines at a quarry. Children develop a great understanding about the wider world, including through outings to beaches, parks and museums. They have many opportunities to meet children in larger groups and develop their excellent social skills. Children become aware of the similarities and differences between themselves and others. For example, they learn about cultural celebrations.
- Children are nurtured warmly by the kind and humorous childminder who is an exemplary role model. They are exceptionally happy, settled and content and show a marvellous sense of belonging. Specific encouragement and plentiful praise from the childminder helps children to thrive. The childminder celebrates their achievements, for example, by displaying their art work prominently.
- Young children become increasingly independent as they tackle simple tasks for themselves. For example, they eagerly help to tidy away toys in their allotted places after activities. Children understand very well how to keep themselves healthy and safe. They explain in detail what they would do if they need to leave the childminder's home in an emergency.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's robust understanding of child protection and wider safeguarding issues helps to keep children safe from harm. She is deeply aware of her role and responsibility in helping to keep children safe. The childminder is clear on the process for reporting any concerns about a child's welfare. She ensures that she updates her safeguarding training regularly and thoroughly. The childminder is highly vigilant and carries out frequent checks on her practice and the environment to minimise any risks for children in her care. She helps children to learn about looking after their own safety, such as when walking near and crossing roads.

Setting details

Unique reference number	EY383908
Local authority	North Tyneside
Inspection number	10117123
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 December 2014

Information about this early years setting

The childminder registered in 2008. The childminding provision operates during term time from 7.30am to 5pm on Monday, Tuesday and Wednesday, and 7.30am to 4.30pm on Friday. The childminder provides funded early years education for three-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- Discussions were held with the childminder about how she decides what to teach children and how well their learning is progressing.
- The inspector observed the quality of teaching indoors and outside, and assessed the impact of this on children's learning.
- Written feedback from parents was taken into account.
- The childminder's self-evaluation was reviewed and evidence of the suitability of adults living at the premises was checked.
- The childminder completed an evaluated activity with the inspector.

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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