

Childminder report

Inspection date: 17 July 2024

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

The childminder provides a safe and well-planned environment to support children to play and learn. She establishes strong and positive relationships with children and their families. The childminder finds out about children's needs and interests. She ensures that all children have access to activities and experiences that appeal to them. This helps children to feel very secure and settled when in her care.

The childminder pays close attention to children's development. She uses this information to provide a curriculum that is ambitious and ensures that each child receives quality teaching to help them to progress towards their individual goals. The childminder is keen to help children to develop an understanding of the natural world. She makes use of her allotment to teach children skills in growing edible produce. Children learn social skills, such as they swap vegetables with other allotment owners. The childminder teaches children how to prepare and cook the produce they have grown. This helps to give children an understanding of how food is made and where it comes from.

The childminder has a particular focus on developing children's personal, social and emotional development. She makes use of every available opportunity for children to practise skills such as sharing and turn taking. As a result, children learn to use these skills with growing independence. Children remind each other that they need to share. They show an understanding that this is a way to show kindness and helps their friends to feel happy when they play together.

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

- The childminder understands children's interests and developmental needs, and plans activities and experiences to meet these. For instance, she supports children to pursue an interest in minibeasts, as well as practise their finger manipulation and sharing skills. For example, they use tweezers and magnifying glasses to explore toy minibeasts.
- The childminder is clear about what she wants children to be able to know and do before they move on to school. The curriculum provides opportunities to develop children's skills across all areas of learning. For instance, children learn to develop a positive attitude towards important social and behavioural skills, such as working together to tidy up when they have finished playing.
- Children develop a wider knowledge of the world, such as by monitoring live caterpillars, eagerly anticipating the day when they become butterflies. They learn how to gently care for living things as well as learning vocabulary linked to the life cycle of the butterfly.
- The childminder is keen to provide high-quality teaching to support children's speech and language skills. She speaks clearly to children, modelling language

and narrating their play so they hear a range of new words and learn to practise these themselves. The childminder uses sign language alongside spoken word, which further supports children who are establishing their speech. She embeds stories, songs and rhymes into the daily routines.

- The childminder's enthusiasm in providing plenty of modelled language can, at times, hinder children's thinking time. This means that, occasionally, she does not provide enough opportunity for children to carefully consider what they may like to say. The childminder makes good use of closed questions to help children to practise specific words or answer simple questions, however, she makes less use of open-ended questions. This limits opportunities for children to think more deeply and practise responding in greater detail.
- Children develop their personal care skills and independence. For instance, they thoroughly wash their hands before sitting down to the table where they help to prepare their own lunch. Children demonstrate considerable fine motor skills, using child-safe knives to carefully chop strawberries and cucumber. Children show pride in accomplishing this food preparation and eat their healthy lunch with great enthusiasm.
- The childminder is very attentive to the needs of children with special educational needs and/or disabilities (SEND). The high levels of support she provides for these children and their families contributes to the progress they make towards their developmental milestones. The childminder is proactive in engaging with external agencies and professionals and routinely shares information with all parties, including parents.
- The childminder is reflective and continues to improve her setting and practice, including through engaging with training courses and research. For instance, she has evaluated the playhouse's learning environment. The childminder has adapted the provision so that children receive effective levels of stimulation and ensuring that there is inclusion for children with SEND. As a result, children explore and access items of interest with high levels of independence, which supports their ongoing learning and developmental needs.

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

- build on the already high-quality teaching and provide more time for children practise skills in listening, thinking and responding, such as by making better use of open-ended questions.

Setting details

Unique reference number	EY389601
Local authority	North Tyneside
Inspection number	10357327
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	31 January 2019

Information about this early years setting

The childminder registered in 2009 and lives in Longbenton, North Tyneside. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3 and occasionally works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Dani Taylor

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector viewed feedback from parents and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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