

Childminder report

Inspection date: 11 June 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

Children demonstrate that they feel happy and settled in the childminder's care. They form strong bonds with the childminder, and readily seek cuddles and reassurance when needed. There is a lot of laughter as they all join in the actions to familiar songs together. The childminder encourages children to listen and to follow the instructions. She also shows younger children how to hop and helps them to do this on their own. They beam with pride as they are praised for trying so hard. The learning environment supports children to make independent choices about what they want to do. Children can access a wide range of resources. The childminder is alert to their interests and ensures that she has appropriate activities available to develop children's curiosity. They show considerable concentration as they identify dinosaurs and match them to pictures in a puzzle.

The childminder understands how to promote children's positive behaviour. She adapts her approach depending on children's ages and stages of development. She gives children clear and suitable boundaries. The childminder helps older children to recognise the impact of their actions on others. Regular visits to local playgroups provide opportunities for children to socialise with larger groups of children. This helps to prepare them for starting school. Children also benefit from visits to places of interest in the local area. Trips to the beach are particularly popular. Here children learn more about the natural world. They also use public transport to access museums and the library. These experiences help broaden children's knowledge and understanding of their community.

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

- The childminder has identified what she wants children to learn during their time in her care. Her knowledge of individual children's stages of development is effective. This helps her to identify what she wants children to practise or to learn next. She also understands her role in supporting children to develop new skills. For example, when children struggle initially to complete a jigsaw, she explains that they could look for the corner and edge pieces first.
- There is a strong focus on supporting children to develop their communication and language skills. The childminder listens to children attentively, taking time to understand what they are trying to say. She introduces a wealth of new vocabulary as children play. She also helps them to learn how to pronounce words correctly. She describes appropriate strategies to use when working with children who have English as an additional language.
- The childminder collects a wealth of information from parents when children start attending. This helps her to support children to settle as she follows familiar routines and provides activities they enjoy. The childminder is vigilant in identifying children who may not be making as much progress as they should.

She carries out regular assessments of their learning. If she has any concerns, she understands her role in communicating with parents, and seeking advice from other professionals if appropriate.

- The childminder recognises the importance of helping children to do more things for themselves. She works closely with parents, so they know what she is working on. This helps children to receive consistent messages about what they should be trying to do on their own, for example, putting on coats and shoes. However, the childminder does not always involve the children in preparing snacks, setting the table, or tidying up. This does not fully promote their independence.
- Children's good health is promoted effectively. The childminder provides healthy snacks and meals. Fresh water is always available. The children are regularly reminded about the importance of staying hydrated. The childminder explains why they must sanitise or wash their hands before eating. Children enjoy plenty of exercise in the secure outdoor area. They also develop their physical skills in the park and on walks.
- The childminder keeps up to date with mandatory training, such as safeguarding. She demonstrates a good understanding of her role in keeping children safe. She is reflective about her practice and has identified that she would benefit from attending more training focused on children's learning and development. However, she has not yet completed this.
- Feedback from parents is highly positive. They welcome the information the childminder shares about their children's learning and development. They also comment on the valuable advice she provides to them in relation to issues such as potty training. Parents feel that the time their children spend with the childminder fully supports them to be ready to move on to school.

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:

- provide more opportunities for children to do things for themselves to fully promote their independence, ready for their next stage of learning
- undertake further professional development in order to raise the quality of teaching to even higher levels.

Setting details

Unique reference number	EY390398
Local authority	South Tyneside
Inspection number	10353561
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 November 2019

Information about this early years setting

The childminder registered in 2009 and lives in Whitburn, South Tyneside. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She offers funded education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 inspector considered written feedback from parents.
- 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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