

Childminder report

Inspection date: 3 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder wants children to learn and develop in a safe, homely environment. She is dedicated to all children making the best possible progress. Children are very happy and settled in her care. They independently remove their shoes and coats on arrival, and hang them on their own peg. Children learn to recognise their name and photo when they register their attendance. They are keen to join in with the exciting and challenging resources and activities on offer. For example, children concentrate intently as they pour water as they play with a real china tea set. They link their play to a story about a tiger who came to tea, and remember the story well. Children confidently hold meaningful conversations with adults and their friends. Older children proudly describe the dragon that they made from blocks when they learned about Chinese New Year.

Children have lots of opportunities to play outdoors each day in the childminder's garden. They confidently climb up the stairs on the slide, balance on the see-saw and propel themselves in ride-on cars. The childminder encourages children to take part in music and movement sessions each day. Children enthusiastically join with the actions, such as shaking, hopping, jumping and dancing. Children learn about the natural world. They plant herbs in the garden, and take responsibility for looking after and watering them.

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

- The childminder observes children to find out what they know and can do. She thinks carefully about how activities support what individual children need to learn next. For example, during an activity with dough, the childminder provides different consistencies of dough, so different-aged children can develop the muscles in their fingers.
- The childminder supports children's communication very well. She listens to children and gives them time to talk. Toddlers learn new rhymes and songs. The childminder helps children to be confident to speak and to extend their vocabulary. Older recall new words that they have learned, such as 'firecracker'.
- The childminder plans activities that encourage children to develop an interest in literacy. Children read books independently and listen with interest when the childminder reads to them. The childminder takes children to the library each week to choose books to read at home. However, the childminder has not extended her knowledge of how to teach children some aspects of literacy correctly, such as letters and the sounds that they make.
- Overall, the childminder attends a wide range of training to increase her knowledge of teaching and learning. She makes sure that her assistants attend training, such as first aid and safeguarding. However, she does not provide assistants with focused professional development to help to extend their

knowledge, to enhance outcomes for children even further.

- Children learn about the importance of being healthy. They use individual hand towels to avoid cross infection. The childminder provides children with nutritious, hot meals each day. She encourages children to learn about good dental hygiene.
- The childminder takes children to visit many places of interest in their local community. Children visit the farm, parks and local countryside. They also have many opportunities to meet other children and develop their confidence in larger groups, such as playgroups and soft-play centres.
- Children behave extremely well. They are kind and caring to each other. Children happily take turns and pass each other resources. Older children happily involve younger ones in their play. Children spontaneously say please and thank you when they play.
- The childminder helps children to learn about themselves and respect each other. She makes sure that books and activities reflect diversity. Children excitedly look at postcards, which are delivered each week from different countries. The childminder encourages children to take home a favourite toy bear and book each weekend. When children return to the setting, they share their experiences with the bear at home with the childminder and other children.
- There are extremely strong partnerships with parents. The childminder shares lots of information with parents about their children's development. Parents comment that they are fortunate to have found such a dedicated childminder. They say that their children have grown into confident, social, inquisitive and independent children while in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training to make sure that her knowledge is up to date. She is able to recognise when children may be at risk of harm. The childminder knows the action to take and who to contact if she has a concern about a child's welfare. She checks the environment to make sure that it is safe and secure for children to play in. The childminder supervises children well. She encourages children to learn to keep themselves safe. For instance, the childminder reminds children not to run indoors, in case they might slip.

What does the setting need to do to improve?

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

- extend knowledge to help enhance the teaching of literacy, in particular in the area of letters and the sounds that they represent
- plan professional development opportunities for assistants to enhance their knowledge and skills further.

Setting details

Unique reference number	EY394365
Local authority	South Tyneside
Inspection number	10117129
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 3
Total number of places	12
Number of children on roll	5
Date of previous inspection	19 March 2015

Information about this early years setting

The childminder registered in 2009 and lives in Hebburn, Tyne and Wear, 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 works with an assistant. She provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

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 the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children, and assessed the impact that this was having on children's learning.
- The childminder and inspector evaluated an activity together.
- The inspector took account of the views of parents from written statements available.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder, her assistant and those living on the premises.

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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