

# Childminder report

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Inspection date: 19 December 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy, confident and settled in the childminder's warm and welcoming home. Children form positive bonds with the childminder and show a strong sense of belonging in her care. They behave very well and have a positive attitude to their learning. Children concentrate well for their ages. The childminder knows children and their families very well. She makes the most of this information to follow children's interests as they take the lead during their play. In the well-organised playroom, children delight in joining in with actions and words from their favourite songs and familiar rhymes. This helps children to develop their language and communication and early literacy skills.

Children giggle excitedly as they choose freely from a wide range of stimulating resources. For example, children enjoy games, such as dinosaur lotto, that help them to practise taking turns and sharing. Young children mould and roll homemade dough, using shape cutters to make gingerbread people. This helps them to develop their manipulative skills. Children use all of their senses, such as when they sprinkle their creations with aromatic spices and taste the cranberry 'eyes'. They eat a gingerbread man for snack while watching a video of the story. Children use their imaginations as they pretend that the gingerbread figures can walk and talk.

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

- The childminder is ambitious and committed. She reflects on her practice and strives to make improvements. The childminder continues to build her knowledge. For example, she exchanges ideas with other childminders and researches new activities. However, she does not consistently identify plans to develop her provision to the very highest level.
- The childminder plans a wide range of outings and visits, such as to the local library, museums, beaches and parks. Children benefit from fresh air and exercise in the outdoor play area. They develop their physical skills, for instance at soft-play areas. Children socialise within the wider community at groups. They learn about similarities and differences between themselves and others.
- The experienced childminder collects information from parents from the start. She knows about what children can do, their likes and dislikes and their routines. The childminder works closely with parents to support children's learning and development, such as when toilet training.
- Parents value good communication from the childminder. They feel well informed about their children's experiences and achievements, and how to continue their learning at home. Parents are happy that their children are excited to go to the childminder's home to have fun.
- Children are enthusiastic and active learners. They eagerly seek out their

favourite resources, such as building bricks and model animals to create a farm scene. They cooperate well with their friends during activities. The childminder is a very good role model and offers specific guidance and encouragement. Children learn to be polite, kind and respectful. They copy the childminder's support for their achievements when they praise her efforts as she plays alongside them.

- The childminder provides adult-led group activities to follow particular topics and offer one-to-one support for individual children. Children show that they are keen to join in, for example, when comparing sizes and shapes of materials. However, on occasion, the childminder does not plan the activity as effectively. For instance, young children do not pay close attention to the story of the gingerbread man as she reads because they are still exploring tools and resources.
- Children follow good hygiene practices. For instance, they wash their own hands after messy activities and before eating. They help themselves to drinking water. The childminder provides nutritious, homemade meals with a range of fruit and vegetables. Children help to grow vegetables in the garden and then enjoy eating these. This helps to promote their health and well-being.
- The childminder is clear about what she wants children to learn in preparation for their future learning. She promotes children's independence and self-care skills during everyday routines. For example, children put on their own coats and shoes before playing outside. All children make good progress in their learning. They gain the basic skills that they will need when they move on to nursery and school.
- The childminder prioritises the development of children's communication and language skills. Children copy and repeat new words during activities. The childminder gives children time to think and answer questions and share their own ideas about what they are doing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of how to safeguard children in her care. She and her assistant regularly update their safeguarding knowledge. The childminder confidently explains the possible signs of abuse. She knows how to report concerns about children's welfare. The childminder understands the need to report any allegations made against herself or her assistant. She ensures that her premises are safe and secure for children and that outings are carried out safely. Children learn about keeping themselves from harm. For example, they routinely join in with tidying up resources after activities, to minimise the risk of trips and falls.

## What does the setting need to do to improve?

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

- identify precise improvements to raise the quality of the setting to the highest level
- strengthen planning further to maximise children's learning opportunities during adult-led activities so that they achieve even better outcomes.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY396029                                                                          |
| <b>Local authority</b>                             | Gateshead                                                                         |
| <b>Inspection number</b>                           | 10265090                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 7                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 24 May 2017                                                                       |

## Information about this early years setting

The childminder registered in 2009 and lives in Felling, Gateshead. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She sometimes works with an assistant. The childminder provides funded early years education for three-year-old children.

## Information about this inspection

### Inspector

Cathryn Clarricoates

### 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 provision.
- The childminder completed a joint observation with the inspector.
- The inspector spoke to the childminder and children, at appropriate times, throughout the inspection.
- Parents shared their views of the childminder's provision with the inspector in written feedback.
- The childminder provided the inspector with a sample of key documentation.

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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