

Childminder report

Inspection date: 11 March 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children receive lots of warmth and affection from this experienced childminder and demonstrate they feel very happy and secure. The childminder provides a welcoming home and a good range of resources and activities based on children's abilities and interests. She makes time to update parents with daily discussions to share information about their children's learning and how they can support this at home. Parents praise the childminder for her kind and nurturing ways. They value the support she gives their children to manage serious allergies and obtain additional funding for children with identified learning needs.

The childminder has designed a curriculum with a clear intent for what she wants children to learn. These plans help children to learn the life skills they need to support their move on to nursery or school. For example, children's independence is encouraged whenever possible. Children learn how to wash their hands correctly with a 'rub-a-dub' rhyme they sing with gusto. They blow their own noses and know to drink fresh water when they are thirsty. The childminder shows great respect for all children's efforts and listens intently to their ideas, encouraging their creativity.

The childminder places a high priority on helping children to learn to recognise and manage their own feelings and respect how others around them may feel. She gently reinforces positive behaviour, which increases children's confidence. Children are very well behaved and learn good manners.

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

- The experienced childminder understands how to implement the requirements of the early years foundation stage. She identifies clear areas for improvement. For example, she has joined a training programme designed to help practitioners build and strengthen their knowledge and understanding of child development after the COVID-19 pandemic. This aims to support children further in their learning.
- The childminder ensures she completes regular safeguarding training and research to help her keep children safe. She consistently helps children learn to understand and manage risks well. For instance, she talks to children about road safety when walking to school and how to be extra careful when handling glass, scissors and knives. Additionally, the childminder helps them understand the dangers of technology, smoking and vaping from an early age.
- Children have good opportunities to learn about the lives of others. For instance, the childminder has resources that reflect positive images of diversity and disability. Children talk about superheroes using wheelchairs who will save the world. Additionally, the childminder meets up with other childminder groups and

arranges many interesting excursions using local buses. This stimulates children's social and language development. For instance, children excitedly told the inspector about their most recent trip on a bus to a nursery.

- The childminder fully supports children to develop their early communication skills. She talks to children often about their families and current interests. She finds books that introduce new words that relate to their latest interests, such as 'liquid', 'gas' and 'solid'. The childminder asks children what they want to do next so they are constantly learning how to use words and build sentences that help make their choices and ideas known. For example, children when want to bake, she helps them recall the names of different sorts of cake they might want to bake. Children recall different foods they enjoyed from previous baking sessions and make a decision.
- The childminder skilfully uses opportunities for children to develop their understanding of numbers and letters as they play. Children recognise numbers in and out of sequence and count and name shapes with confidence. Older children recognise individual letters in their name and notice them on number plates and signs when they are out and about. The childminder models the sounds of individual letters correctly. Children's mathematical and literacy skills are developing well.
- Children enjoy healthy snacks and meals throughout the day. The childminder encourages them to wash their hands and clean their teeth regularly and to attend to their personal care. This helps children to develop an awareness of health and hygiene. However, opportunities to strengthen children's understanding of healthy lifestyles and diets are not fully extended. For instance, the childminder does not consistently discuss the nutritional values of good food and drink choices when children are eating, baking, reading stories or role playing.

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 children with consistent messages to help them understand the benefits of a healthy lifestyle and the value of making positive food and drink choices to have a balanced diet.

Setting details

Unique reference number	EY399649
Local authority	South Tyneside
Inspection number	10317050
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	3 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in South Shields, Tyne and Wear. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Jan Harvey

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the written views of parents and carers.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2024