

Childminder report

Inspection date:

6 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in the childminder's curriculum that impact on children's learning. Children do not consistently learn the importance of good hygiene to support their good health. Sometimes they lose concentration because some of the activities that the childminder plans do not support children's interests or what they need to learn next. Children do not consistently learn how to care for their play environment. They occasionally play in a cluttered environment and this impacts on their concentration further.

Children are happy and settled in the childminder's care. Toddlers demonstrate this as they seek her out for reassurance when the inspector arrives. Parents comment that the childminder cares for their children as she would her own. They say that they love to see their children skipping out with the things they have created. Children develop good relationships with each other. For example, older children play happily with younger children as they pretend to take photographs of each other. Children generally learn to keep themselves safe. For instance, they learn how to sit in the chairs correctly. The childminder supervises children carefully as they play. She places a high priority on children learning outside. They visit forest settings and learn to use a range of equipment safely.

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

- The childminder does not consistently prevent the spread of infection. For example, she does not consistently wash her hands after blowing children's noses. However, the childminder demonstrates a reasonable attitude and takes immediate action when this is brought to her attention. The childminder provides healthy snacks and provides a range of opportunities for children to get fresh air and exercise. They walk to and from school and play in the childminder's garden.
- The childminder knows where children are in their learning. She has a reasonable understanding of what she wants children to learn. However, she does not always consider children's interests or age and stage of development when planning activities. Some activities are too hard. For example, the childminder provides small pieces of paper and paintbrushes for toddlers to explore paint. This is too difficult for them, and they quickly lose interest.
- The childminder does not always help children to learn how to look after their environment. For example, she does not consistently remind children to put things away. Toys and books left all over the room lead to a cluttered environment. In addition, children walking over books, does not help them to learn how to look after books. This does not support children to learn effectively.
- The childminder reads books to children. Children enjoy looking at books. For example, toddlers thoroughly enjoy exploring the different textures in a book.

They sit on the childminder's knee and turn the pages. Older children look at books and hold them the correct way up. They begin to learn to turn pages one at a time.

- The childminder has a good understanding of how to support children's communication and language. She listens to children and repeats and extends what they say. She adapts her language effectively when working with younger children. The childminder takes on board advice from speech and language therapists about how she can support children's language effectively. This supports children to make good progress in this area.
- The childminder has a good relationship with parents. She shares information about what their children have been doing. She talks to them about any developmental milestones too. Parents appreciate the wealth of activities that the childminder provides for their children.
- The childminder supports children with special educational needs and/or disabilities (SEND) effectively. She takes effective action when she highlights any concerns with children's development. She works with a range of professionals, such as speech and language therapists, to support children's learning. She acts on the advice given and modifies suggestions where necessary to ensure children begin to make progress from their starting points.
- The childminder understands the importance of keeping her knowledge and skills up to date. For example, she has spoken to her local authority representative about future training. She has identified that she would like to develop her understanding of how she can support children with SEND even more effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. For example, she has clear procedures to check the identity of people collecting children. Her front door is locked to prevent unauthorised visitors entering the premises. The childminder has a good understanding of the signs and symptoms that may indicate that a child may be suffering from abuse. She knows who she would contact if she had concerns about children's welfare. She ensures she keeps her knowledge and skills up to date.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

take effective action to reduce the spread of infections, particularly with regard to handwashing	27/02/2023
consider the individual needs, interests and development of children and use this information to plan a challenging and enjoyable experience for each child.	06/03/2023

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

- ensure children understand the importance of keeping their play space tidy to support their learning effectively.

Setting details

Unique reference number	EY411149
Local authority	North Tyneside
Inspection number	10264241
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 2010 and lives in Whitley Bay. She operates all year round from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector observed children playing and learning and evaluated the impact on their learning.
- Parents provided written feedback for the purpose of the inspection.
- The inspector talked to the childminder about how she manages her provision. She viewed a range of documents, including those relating to the childminder's suitability.

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 2023