

Childminder report

Inspection date:

29 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder is a positive role model for children. She is nurturing and has a calm and caring approach. This helps children to settle quickly and show that they feel safe in her care. Children's behaviour is excellent. They show that they are able to listen and respond to instructions. For example, children concentrate and engage well in their play and learning as they complete puzzle and sticker games with the childminder. Children show excellent hand-eye coordination. The childminder smiles warmly and offers regular praise and encouragement for children. Children laugh with her and clap their hands when they have completed their chosen task. This demonstrates children's good levels of self-esteem.

The childminder understands what it is that she wants children to learn. She has an ambitious curriculum in place. She takes children on regular outings, including group activities at local playgroups. She explains that she encourages children to develop good social interactions, learning to share and taking turns with others. Young children show good levels of independence. Toddlers attempt to put on their own wellington boots, hats and coats ready to explore the freshly fallen snow in the childminder's large garden. Furthermore, the childminder supports children to understand the importance of making healthy choices and following good hygiene practices.

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

- The childminder encourages children to develop good physical skills. For instance, children walk in snow and look at patterns their wellington boots make. The childminder talks to children about the temperature and why it is important to wrap up warm. Furthermore, children benefit from exciting adventures, including trips on local transport for beach days and forest school sessions. Children learn how to chop wood, build dens and learn how to grow plants and flowers. They join in with risk assessments, including learning how to keep themselves safe. For example, the childminder talks to children about listening to the rules as they learn to safely toast marshmallows on a fire.
- Children share story books with the childminder and talk about what they can see in the pictures. The childminder encourages children to join in conversations, songs and rhymes. Young children learn to communicate in simple sentences and express their needs and wants. However, the childminder does not always pronounce the correct words when talking to young children who are learning to talk. For instance, she uses words such as 'horsey, doggy and fishy' when reading stories to children.
- The childminder works in partnership with others to help her to provide a consistent approach to children's learning and development needs. This includes speech and language and Portage workers to help to implement consistent

strategies for children with special educational needs and/or disabilities. She helps children to prepare well for future learning and their eventual move to school. However, the childminder has not yet established highly effective partnership working with all schools where children attend to help to enrich children's learning experiences further.

- Partnership working with parents is a strength of this welcoming setting. The childminder works hard to meet children's individual needs. For instance, she gathers detailed information from parents about children's individual needs when they first start at the setting. She uses this information to plan and assess what children know and can already do. Parents praise the love and care that the childminder provides for their children. They comment on the considerations in relation to their children's allergies and the diligence she shows when encouraging children to try new foods.
- The childminder has made improvements since her last inspection. This includes addressing actions and recommendations raised. She evaluates her setting well. She works with the local authority early years team and with other childminders. This helps her to review her own practice and to identify any areas of development. She completes regular training to help her to raise the quality of her practice. This helps her to provide good-quality care and education for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to report any concerns about children's welfare to the relevant authorities within a timely manner. This includes concerns relating to domestic abuse and the impact on children. The childminder is aware of how to respond to disclosures made and is aware of the possible indicators of abuse. The childminder has policies and procedures in place and these cover the safe use of mobile phones and cameras in her setting and visitors in her home. The childminder is aware of the process to follow in the event of an allegation being made against her or a family member.

What does the setting need to do to improve?

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

- ensure the correct pronunciation of words is used when talking to young children, particularly for those who are learning to talk
- establish effective partnership working with all schools where children attend to help to enrich children's learning experiences further.

Setting details

Unique reference number	EY411149
Local authority	North Tyneside
Inspection number	10279521
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	6
Number of children on roll	8
Date of previous inspection	6 February 2023

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

Emma Allison

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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