

Childminder report

Inspection date: 30 September 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle happily in the childminder's warm and welcoming home. When visitors arrive, children have confidence to talk to them and want to share what they are doing. They self-select resources and lead their own play throughout the morning. They explore the activities with interest and curiosity. This demonstrates how secure and safe children feel in the childminder's care.

Children use their imagination as they re-enact familiar experiences, such as caring for the dolls and making meals. They pretend that a doll has a sore head and pick up the phone to call the doctor. The childminder joins in, extending their play by providing additional resources, such as plasters. Children confidently talk about what food they like and ask the childminder questions to find out what food she likes. They practise holding pencils correctly and making marks, helping to develop their early writing skills. Children enjoy their time in the garden and know the routine as they prepare to go outside. They collect their outdoor boots and coats and are actively encouraged by the childminder to develop their independence skills and to have a go at getting ready.

Children's behaviour is good. The childminder sets clear expectations and rules for her setting. Children understand these and learn to regulate their own behaviour. The childminder reminds children to help tidy up after themselves. As a result, children learn to respect resources and environments.

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

- The childminder has made good progress since her last inspection. She has welcomed support from the local authority and has attended training to help further develop her knowledge and understanding of safeguarding.
- The childminder uses her observations of children to understand their individual levels of development, interests and learning styles. She incorporates their next steps in learning into her planning. Overall, this has a positive impact on developing children's knowledge and skills. However, at times, the childminder does not identify opportunities to offer even greater challenges for children, to routinely extend their learning even further.
- The childminder supports children's communication and language skills well. During activities the childminder asks children a range of questions, encouraging their thinking skills. She introduces more challenging words and phrases and provides children with simple explanations. This helps to support children's understanding of new vocabulary.
- Children are enthusiastic learners. They confidently lead their own play and explore their interests. Children concentrate intently as they thread blocks onto cord. They complete an inset puzzle and are proud when they manage this.

Children make links with things that they have previously learned. For instance, they name the animals pictured on the puzzle and recall the noises they make.

- The childminder arranges her home and resources effectively to ensure that children can make choices about their play and learning. This encourages them to explore, investigate and develop their own interests and ideas. However, although children have access to books, the childminder has not considered how to enrich their engagement and interest in stories.
- The childminder regularly takes children out for walks in the local community. They visit the shops, take a bus trip to the museum, and meet up with other childminders in the area. These experiences help children to meet with larger groups of children and develop confidence in social situations.
- The childminder promotes and encourages personal hygiene and self-care. She encourages children to tidy up after themselves and wash their hands. Children learn about germs and the importance of personal hygiene. They become independent in meeting their own personal care needs from a young age. Children smile proudly as the childminder praises their efforts, which promotes their self-esteem.
- The childminder has good relationships with parents and carers. She speaks to them at drop-off and collection times and uses digital messages to send photos of children's achievements during the day. She shares information with parents about children's learning and offers suggestions to extend children's learning at home. Parents are highly complimentary about the childminder and the service she provides. They comment on how happy their children are in her care. The childminder networks closely with other childminders to share ideas and discuss good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for concern about a child's welfare. The childminder is familiar with the correct procedures to follow to keep children safe from harm. She regularly carries out training to keep her knowledge up to date. The childminder knows about the risks that children may face, such as being exposed to extreme views. She completes daily checks on her home and garden to ensure children play in a safe environment.

What does the setting need to do to improve?

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

- enhance children's learning even further by providing additional challenge to help them to achieve the highest levels of learning
- enrich further children's engagement and interest in stories and books, such as

including puppets and other props to encourage listening and responding.

Setting details

Unique reference number	EY414850
Local authority	Sunderland
Inspection number	10243976
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	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 April 2022

Information about this early years setting

The childminder registered in 2010 and lives in Hall Farm, Sunderland. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector accompanied the childminder on a school run and completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children.
- The inspector spoke with the carers during the inspection and took account of the views of parents from the written feedback provided.

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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