

Childminder report

Inspection date: 11 December 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

The childminder creates a nurturing and welcoming environment for children. Children are confident and clearly enjoy spending time at the setting. The childminder has a calm and gentle approach that supports children to feel safe and secure in her care. The childminder encourages children to use good manners. She provides clear expectations, which help children to understand how to behave appropriately. For example, the childminder encourages children to share and take turns when they play. Children behave well and develop good social skills and independence.

Children benefit from a wide range of opportunities to be physically active. For instance, the childminder takes children on walks to local parks and woodlands. She talks to children about the flowers and plants that they see. This helps children to learn about the world around them. Children have opportunities to ride on scooters and push-along toys in the childminder's well-resourced garden. These experiences help children to develop their large-muscle strength, balance and coordination. Children confidently access the resources they want to play with. For example, they become absorbed in imaginative play, talking to the childminder and their friends on pretend mobile phones. The childminder uses this as an opportunity to extend children's speaking and listening skills.

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

- The childminder provides an environment that is rich in language. She uses eye contact with children and speaks clearly. The childminder repeats words back to children so that they hear the correct pronunciation. The childminder regularly shares books and stories. Children relish sharing the book 'Just like my Daddy'. The childminder introduces new words, such as 'hyena' and 'gecko'. This helps to develop children's vocabulary and listening skills.
- The childminder supports children's health and well-being. She prepares healthy snacks and lunches. Through discussion, the childminder supports children to extend their knowledge about healthy foods. Children have fresh air and exercise daily. The childminder talks to children about the importance of washing their hands. For example, she gives children a running commentary about what they need to do, such as to use soap, wash their hands and include their fingers and thumbs. This helps children to develop an understanding of healthy lifestyles.
- The childminder knows children well and provides a wide and varied curriculum, which helps children to make good progress. She gathers information about children's starting points in development from parents. The childminder uses this information from home and children's interests to plan activities. However, at times, she does not focus specifically on children's next steps in learning during activities, to help extend their learning even further.

- Parents and carers are very happy with the childminder's provision. The childminder ensures that there is a frequent exchange of information between parents and herself. She shares ideas with parents about how to continue children's learning in the home. Parents say their children have developed their independence skills since attending the childminder's setting. They comment that the childminder is 'compassionate' and 'thoughtful'.
- The childminder places an emphasis on supporting children's personal, social and emotional development. She uses age-appropriate strategies to help children to express their emotions. For example, the childminder supports younger children to regulate themselves, such as through breathing exercises. This helps children to begin to manage their feelings and behaviours.
- The childminder ensures that her and any assistants she works with have completed mandatory training. She observes the practice of her assistants and offers support and advice to improve their interactions with children and make them aware of their roles and responsibilities. However, the childminder recognises that she does not consistently focus her own professional development opportunities sharply enough, to develop her teaching even further.
- The childminder helps children to develop early literacy skills. For instance, she supports children to develop the dexterity in their hands and fingers as they use crayons to make marks on paper. Young children enjoy making marks with paintbrushes, and older children make marks on light boards. This helps to develop the physical skills that they will need for early writing.

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:

- focus more intently on the identified learning intentions for children during activities to extend their learning even further
- explore professional development opportunities further to extend knowledge and skills, to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY415148
Local authority	Sunderland
Inspection number	10367346
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 10
Total number of places	12
Number of children on roll	18
Date of previous inspection	5 February 2019

Information about this early years setting

The childminder registered in 2010 and lives in Hallfarm, in Sunderland, Tyne and Wear. The childminder cares for children all year round, from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant. The childminder provides government funded childcare.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The childminder spoke to the inspector about children's learning and development and how she organises her early years provision.
- Written feedback was collected from parents.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to the childminder at appropriate times during the inspection and took account of her views.
- Children spoke with the inspector during the inspection.

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