

Childminder report

Inspection date: 12 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and secure at this friendly and very inclusive setting. They are curious and love to explore. The childminder is caring, patient, gentle and kind. She and the children clearly enjoy each other's company and form very close bonds. Children benefit from taking part in a wide range of stimulating activities and experiences. These cover all areas of learning. For example, children explore sounds as they play with a range of musical instruments. They build a sense of identity as they explore with mirrors and play imaginatively with puppets and small-world toys.

Children are becoming increasingly confident and growing in independence. They choose what they would like to play with and access toys and resources independently. The childminder praises their efforts and achievements. This helps build their confidence and self-esteem. The childminder supports children to take turns and play well together. For example, children take turns to roll a sensory ball back and forth to the childminder. They delight in the activity and show obvious enjoyment and enthusiasm. Children learn to care for each other and other living things. For example, they learn to gently stroke the childminder's dog and take apples from a tree in the childminder's garden to feed animals at a local farm.

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

- The childminder builds lovely relationships with the children in her care. She knows them individually very well. She understands where they are in their development and plans interesting activities and experiences to help support and extend their learning.
- The childminder provides strong support for children's developing communication and language skills. She asks questions and comments on children's play, so they hear lots of language on a daily basis. Children enjoy singing, stories and rhyme.
- The childminder plans good support for children's physical development. Children climb, stretch and balance on equipment in the childminder's enclosed garden. They strengthen their muscles further through trips to a soft-play centre.
- Children strengthen their smaller muscles through sensory play with balls and beanbags. They build coordination and dexterity through craft activities and by exploring with flexible materials, such as dough.
- The childminder provides strong support for children's personal, social and emotional development. She encourages children to persist in their learning and to share, as they explore with cardboard tubes for example. Children are very comfortable and emotionally secure. New children settle quickly at the setting.
- The childminder has extensive experience of caring for children with special

educational needs and/or disabilities (SEND). She provides very warm, sensitive interactions to support their learning and development. The childminder completes training to help her support children with SEND. She works closely with parents to help ensure their children's needs are fully met.

- Children have good opportunities for fresh air and exercise on a daily basis. They benefit from a balanced menu of healthy and nutritious meals and snacks. The childminder adapts her menu to accommodate for allergies and specific dietary requirements.
- The childminder has established good relationships with local schools from which she picks up and drops off children. This helps to provide a consistent approach to support for children's learning. However, there is scope for her to strengthen systems for sharing relevant information on children's learning with other settings children also attend.
- Children develop their social skills through visits to local playgroups. They learn about life outside the setting through trips the childminder plans to the farm, beach and museum. Children learn about nature and the natural environment through walks along the riverside and visits to a local aquarium.
- The childminder reflects well on her practice and the experiences she provides for children. She gathers the views of parents and uses this information to plan continuous improvements at the setting. Parents speak very highly of the childminder. They praise her professionalism and caring, friendly nature.
- The childminder keeps herself and her skills up to date through regular training. She is committed to the service she provides and dedicated to supporting the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows who to contact should she have a concern about a child and the procedures she must take. The childminder has a strong awareness of how to teach children to keep themselves healthy and safe on a daily basis. For example, she encourages children to act safely and respectfully around animals. The childminder encourages children to learn about road safety during walks to and from school. She talks to children about nutritious foods and the benefits of healthy eating. The childminder keeps herself up to date with any changes in legislation. She attends safeguarding training and holds food hygiene and first-aid certificates.

What does the setting need to do to improve?

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

- strengthen systems for sharing relevant information on children's learning with other settings children also attend.

Setting details

Unique reference number	EY416965
Local authority	South Tyneside
Inspection number	10229565
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in November 2010. She lives in Hebburn, Tyne and Wear. The childminder operates all year round from 7.30am to 5.30pm, Monday to Thursday, and 9am to 3pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She took into account the views of a number of parents.

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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