

Childminder report

Inspection date:

4 December 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this inclusive and very friendly setting. They show very high levels of curiosity, focus and motivation to learn as they explore books and investigate dough. Children develop rapidly in independence. They learn how to clean their teeth and use cutlery skilfully and safely. Support for children to learn how to look after their health and well-being is outstanding. Children learn how individual ingredients in their meals impact positively on different parts of their bodies. They learn about the importance of sleep and its impact on their development.

Children build very strong bonds with the childminder, who is patient, respectful and passionate about her role. She builds superb relationships with the children in her care, whom she knows very well. Children are very happy and secure as they build towers with toy cups and explore imaginatively with trains. New children settle very quickly. The childminder provides excellent support to children to help them manage their feelings and behaviour. She talks to them about simple and complex emotions, such as how it feels to be happy or confused. Children's behaviour is excellent. The childminder supports them to share, and to be gentle, caring and kind.

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

- The experienced childminder has an excellent understanding of how children learn. Her curriculum is very detailed, clearly sequenced and thoughtfully considered. The childminder knows precisely where children are in their development and what they need to learn next to close any gaps in their learning.
- The childminder uses every opportunity during daily routines to embed children's learning. For example, she counts with children as they climb down the stairs and turns everyday walks into 'sensory walks' by encouraging children to explore outdoors using their senses.
- There is a very strong focus throughout the setting on supporting children's developing communication skills. Children hear lots of language as they listen to favourite stories and rhymes. The childminder skilfully poses questions, leaving plenty of time for children to think and respond.
- The childminder has completed training to provide a programme of support to children who may need additional help to develop their speech and language skills. She uses sign language to support children's understanding further still.
- Interactions with children are of a consistently high quality. Support for children's physical development is highly effective. Children learn to move their hands and fingers in different ways in preparation for later tasks, such as early writing. They twist, press and roll dough and explore with water, cereal and paint.

- Children learn mathematical and physical concepts about space and form. For example, they learn that dough expands widthways when pressed down and that rocks reduce in size when rubbed together. Children learn about position and spatial awareness through terms such as 'over, under, behind and beside'.
- Children learn about life outside the setting through trips to the beach, parks and museums. They learn about the natural world as they take part in activities such as birdwatching. Children benefit from daily access to fresh air and exercise, either at the local park or in the childminder's enclosed garden.
- The childminder provides excellent support for children with special educational needs and/or disabilities. The childminder is highly skilled in early identification and recognising where and when additional support is needed.
- Extremely detailed planning of the childminder's curriculum is shared with parents when children start. This includes the childminder's aims and ambitions for children and how she supports their learning.
- Parents speak very highly of the childminder. Feedback is excellent. Parents praise the close partnership working she provides and her professional, compassionate and positive attitude. They describe her home as 'warm and nurturing' and an excellent environment for learning.
- The childminder works very closely with other professionals in education and health involved with children in her care. This includes the local school, which children also attend. School staff say the childminder is excellent at sharing information and working collaboratively and is a pleasure to work alongside.
- The childminder provides very strong support to any assistants she works with, who complete a range of training to help expand their knowledge and keep their skills up to date. The childminder is very reflective and highly committed to continuously improving the service she provides to children and their families.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY417983
Local authority	Sunderland
Inspection number	10368115
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	10
Date of previous inspection	8 March 2019

Information about this early years setting

The childminder registered in 2011 and lives in Sunderland. She works with an assistant and operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. She offers government-funded places for childcare.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- 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 discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and the suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of a number of parents into account.

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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