

Childminder report

Inspection date: 16 February 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

The childminder gives children plenty of love and cuddles. Children thrive and form secure relationships with the childminder. They receive endless praise and warmth during their interactions with the childminder. Babies and young children settle extremely quickly. Children's self-esteem and confidence are supported very well. Older children are loving and gentle towards babies and they are kind to each other. The childminder models good behaviour. She teaches children to be respectful and listens to their views.

Children behave very well at this setting. The childminder places an importance on reading stories to children. She makes time to sit with children as they choose and read their favourite book. Children join in with phrases and older children retell the story independently. They remain engaged and enthusiastic when they play and make links with what they are doing.

Children have regular opportunities to explore their local community. The childminder plans activities, outside the home, to give children new social experiences. She recognises that children may not have experienced as many opportunities during the COVID-19 pandemic. The childminder focuses her curriculum on children's personal and social development. Children go on trips to the park. They meet new children and people and develop their confidence in new social situations.

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

- The childminder supports children's language and speaking skills well. Children develop strong communication skills. They enjoy singing songs and listen intently when the childminder reads books with them. The youngest children listen intently and they join in with the actions enthusiastically. The childminder provides a commentary when children are playing. However, at times, the childminder does not consistently give children enough time to think and respond to questions.
- The childminder arranges her home and resources to ensure that children can make choices about their play and learning. She encourages children to explore, investigate and develop their own interests and ideas. The childminder encourages children to be independent and carry out small tasks for themselves. They eagerly use the dustpan and brush to keep the floor clean. Children smile proudly as the childminder praises their efforts.
- The childminder thinks about her teaching and the impact this has on children's development. She evaluates the activities which she provides. The childminder has undertaken recent mandatory training to ensure that she is up to date with current practice. However, the childminder does not sharply focus her plans for

professional development, to extend her knowledge to the highest level and enhance outcomes for children.

- The childminder has high expectations for children. She provides a variety of play experiences for children which support their unique interests and abilities. This helps children to be motivated to learn. The childminder recognises when children need more support to help them to persevere. This successfully encourages children to keep trying, and they confidently master new skills.
- The childminder assesses children's development well and uses this information to plan what they need to learn next. She confidently supports children to continue to develop their knowledge and skills when they play and during daily routines. The childminder monitors children's progress carefully. She quickly notices any gaps in children's development. The childminder ensures that no child falls behind in their learning.
- Partnerships with parents are very well established. The childminder ensures that parents are kept informed about every aspect of their child's care and education. She talks with parents when they collect their children at the end of the day. Parents are very positive about the care that the childminder provides. They comment that they would recommend her to other parents looking for a childminder.
- The childminder promotes diversity and inclusion with children. For instance, children have opportunities throughout the year to learn about and to explore different cultural festivals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe in her care. She ensures that she keeps up to date with the latest child protection information. The childminder is able to identify the potential signs of abuse. She knows the procedure she must follow if she has concerns about a child's safety or welfare. Children are kept safe. The childminder checks her home each day for potential risks to children's safety and minimises them. She understands the signs that a child may be at risk of being exposed to extreme views and opinions and knows how to act if she has any concerns.

What does the setting need to do to improve?

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

- provide children with enough time to connect their ideas and think about how to respond to questions
- build on professional development to help raise the standards of education to the highest level.

Setting details

Unique reference number	EY419983
Local authority	Gateshead
Inspection number	10220869
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	2
Date of previous inspection	2 September 2016

Information about this early years setting

The childminder registered in 2011 and lives in Sunnyside, Tyne and Wear. 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. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. 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 and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of household members.
- Parents' views were gathered through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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