

Childminder report

Inspection date: 4 March 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 very happy and have very strong attachments with the childminder. The childminder plans a good range of activities and toys for children to access. She wants all children to do well. Children are motivated and show a willingness to try things out for themselves. For example, they persevere and work out how pieces fit into a jigsaw. The childminder asks children questions and makes comments that prompt them to work out mathematical problems. Children count, recognise colours and compare objects when they play.

Children make lots of independent decisions about their play and experiences. They are confident learners, who are well prepared for school. Children concentrate for extended periods of time. They use their imaginations as they play with small-world figures alongside their friends. Children show care and concern for each other. They use lovely manners and play amicably together. When children play a memory game, the childminder encourages them to take turns. The childminder helps children to understand the importance of safety within her home. She reminds children not to climb on chairs in case they fall and teaches them about the importance of washing their hands.

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

- The childminder has good knowledge of how young children learn. She completes regular observations and identifies where children are in their development. Overall, the childminder plans interesting and motivating activities, which help children to make progress.
- The childminder plans activities to encourage babies to explore and investigate. Babies reach for soft toys, explore tactile books and shake musical instruments. However, when the childminder plans group activities, she does not consistently adapt activities to include and engage babies in their learning.
- The childminder develops children's speaking and listening skills at every opportunity. Children learn to communicate well. The childminder repeats back the sounds that babies make and speaks to them in a soothing voice. She comments on older children's play and introduces new words to them, to help extend their vocabularies.
- Children develop their early literacy skills well. They access a wide range of books and listen carefully when the childminder reads to them. The childminder encourages children to make marks to help develop their early writing skills. Children are clearly proud of their drawings.
- The childminder encourages children to develop their independence. Children learn how to look after their own care needs. For example, they practise washing their hands, take their shoes off and learn to use the toilet.
- The childminder keeps parents well informed about the progress that their

children make. She shares photos and observations of their children playing throughout the day. Parents are very happy with the support the childminder provides to their children. They comment that the childminder has helped their children's speech and language develop well.

- The childminder and her assistant attend regular training to ensure that their statutory knowledge is kept up to date. However, the childminder does not focus professional development on enhancing the quality of practice further. Also, she does not consistently support her assistant to develop her knowledge and skills further.
- Children have regular opportunities to attend local groups. They socialise with other children and adults. This helps children to develop good levels of confidence and self-esteem. However, the childminder does not share information about children's learning with other settings that they also attend, to provide continuity in children's learning.
- Children behave well. The childminder gives them clear praise for their achievements. She sensitively encourages children to value and respect each other. Children talk about their families and experiences. They learn more about each other's lives.
- Children learn about the world around them. They visit the local park, library and enjoy walking around the nearby lake. The childminder makes sure that children have the opportunity to play outside each day in the fresh air.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends child protection training to make sure that her knowledge is up to date. She is able to recognise when children may be at risk of harm. The childminder knows the action to take and who to contact if she has a concern about a child's welfare. Children play in a safe and secure environment. The childminder checks the environment to make sure that it is safe and secure for children to play in. She supervises children well to ensure that they are safe.

What does the setting need to do to improve?

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

- plan group times more carefully to include babies and engage them in their learning
- focus professional development on raising the quality of practice to an even higher level
- support assistants to enhance their knowledge and skills further.

Setting details

Unique reference number	EY425903
Local authority	North Tyneside
Inspection number	10220097
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 12
Total number of places	12
Number of children on roll	19
Date of previous inspection	15 September 2016

Information about this early years setting

The childminder registered in 2011 and lives in Killingworth, Tyne and Wear. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with a co-childminder and an assistant. She provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Vincent

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 the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children, and assessed the impact that this was having on children's learning.
- The childminder and inspector evaluated an activity together.
- The inspector spoke to parents and took account of the views of parents from written statements available.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder, her co-childminder, her assistant and those living on the premises.

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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