

Childminder report

Inspection date:

5 September 2024

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 have lovely attachments with the childminder. They are extremely happy, secure and settled in this setting. The childminder is warm and caring, which helps children to settle quickly. She encourages children to share and take turns, such as when pushing toys cars down a wooden slope. The childminder gives children lovely praise, who are proud of their accomplishments. She teaches children how to keep themselves safe. For instance, the childminder reminds children to sit properly at the table and not to put things in their mouths. Children learn to follow lifestyles. The childminder provides healthy snacks of fruit and works with parents to send healthy packed lunches for their children.

The childminder plans a curriculum which generally takes account of what children need to learn next. She places a focus on the prime areas for younger children and preparing older children for school. The childminder complements her curriculum with visits and outings. She thinks about children's prior experiences. For example, children enjoyed a visit to the train station, when they were learning about transport. Children have many opportunities to mix with other children in their local community, such as at forest school and playgroups. The childminder uses these visits to help children to develop their confidence and social skills. She encourages babies to develop their early physical skills. The childminder gives them plenty of opportunities to cruise along furniture and build their strength in their legs for walking.

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

- The childminder observes children as they play to assess their level of development and plan their next steps in learning. However, at times, she plans some adult-led activities which are too difficult for the age and stage of children. For example, the childminder uses flashcards to teach children about letters and sounds they represent. This is too difficult for some children and, as a result, they lose interest.
- The childminder develops children's language and early literacy skills well, such as through regular stories and songs. She emphasises key words and introduces new vocabulary in context, such as 'fast' and 'slow', when children push toy vehicles. Children are keen to communicate and share their views.
- Comments from parents about the childminder's service are very positive. They comment that their children make good progress in their social skills. Parents report that the setting is like a second home to their children and they form strong bonds with the childminder.
- The childminder gathers lots of information from parents during the flexible settling-in process. She uses this information to help children to settle quickly. The childminder shares information about children's learning throughout the day,

either verbally or by sharing photos.

- Children develop very good mathematical skills. The childminder introduces new concepts as they play. She counts, introduces the names of shapes and talks about size as children play. Children remember what the childminder teaches them and proudly exclaim they have made a 'pyramid'.
- The childminder meets children care needs well. She cuddles babies sensitively as they go to sleep. Babies wake up very happy and ready to play. The childminder encourages children to develop their independence, such as by toilet training, practising dressing themselves and washing their hands.
- Children have lots of opportunities to practise skills to develop their hand-eye coordination. Babies press buttons on cause and effect toys, showing delight by dancing when the music plays. They explore sensory mats and practise pulling zips. Older children carefully build with construction pieces and thread shapes onto a puzzle.
- Children are confident, try hard and persevere during their play. The childminder gives children time to make their own discoveries. For example, older children concentrate intently until they manage to make structures from magnetic shapes.
- The childminder attends lots of training and networks with other childminders to try and keep her knowledge up to date. She uses what she has learned to benefit children. For example, the childminder has recently enhanced her knowledge of how to support children's mathematical development through a professional development programme.
- The childminder shares information with other settings children attend. She is aware of how to support children with special educational needs and/or disabilities and gain further advice. However, the childminder does not always take full account of the strategies which other professionals suggest, to help children to catch up in their development even quicker.

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:

- plan adult-led activities more carefully to take account of children's individual ages and stages of development
- implement strategies suggested by other professionals to help to close any gaps in children's development more quickly.

Setting details

Unique reference number	EY429360
Local authority	North Tyneside
Inspection number	10351602
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	28 September 2018

Information about this early years setting

The childminder registered in 2011 and lives in Longbenton, North Tyneside. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. 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 their 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 and interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their views with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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