

Childminder report

Inspection date: 25 January 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

The childminder has created an ambitious curriculum. It aims for children to leave the setting as happy, confident learners who have a range of independent skills to support their future learning. The childminder and assistants join in with children's play and follow their interests. Through conversation and questioning, they support progress well, overall, across all areas of learning. For example, mathematical vocabulary is woven through all activities to support children's understanding of mathematical concepts.

The childminder's curriculum has a particular focus on teaching children about the natural world. Children explore their local countryside and learn the names of trees and birds. Natural objects, such as different-sized pine cones, are brought into the playroom for children to explore. Children are deeply interested in these and show high levels of curiosity as they explore the textures and sounds the pine cones make.

The childminder and assistants have high expectations for children's behaviour and actively promote the use of good manners. Respectful behaviours are modelled to children and, as a result, children are calm and happy. They play cooperatively with each other and, at times, when support is needed, such as with sharing, the practitioners step in to give this support promptly.

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

- Children's interests are used as a starting point to build upon their knowledge and understanding and introduce further learning. For example, when exploring pine cones, children count them and divide them into two equal groups. The childminder observes and assesses children's mathematical understanding and makes plans to extend these concepts through play further. This means that children's knowledge and understanding are thoroughly supported and developed.
- The childminder keeps track of children's progress across all areas of learning. She ensures that there is clear communication with her assistants regarding how to support the children's next steps. This ensures that children continue to make good progress in their learning and development.
- Children persevere with activities of their own interest. The childminder and assistants show children that they value their interests by joining in with them and celebrating their achievements, such as when they successfully connect puzzle pieces together. This supports children's self-confidence and encourages them to explore further and be willing to try new things.
- Overall, the childminder and her assistants value children's communication and respond readily when children interact with them. Children confidently

communicate their care needs, such as when stating when their nappy needs to be changed. Children feel safe and secure here.

- At times, there is not enough focus on teaching key words to support children's language acquisition more deeply. This limits the opportunity for children to focus on and practise key words. Nevertheless, the childminder and her assistants model plenty of language as they play with children to describe what is happening. This helps children to pick up some vocabulary as they play and explore.
- Care practices are well embedded into the routines of the day. Children practise washing their hands before mealtimes. This promotes their good health, as well as their independence and personal care skills. At lunchtime, children show lovely table manners as they eat their food. Younger children proudly 'have a go' at using a fork to feed themselves, developing skills in control and coordination.
- Parents praise the communication they receive and say this helps them to know how their children are developing and progressing in the childminder's setting. At home, they see evidence of the learning that has taken place, such as when children sing songs they have learned at the childminder's home. In addition, they say that their children have made particular progress in their social skills and language since joining the setting, and they comment that their children have settled in very well.
- When children move on to their next setting, the childminder passes all relevant information on so that the new care providers are aware of children's levels of development and personal preferences. This means children are well supported as they take the next step in their education.

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:

- develop strategies to support children's emerging language and communication skills even further.

Setting details

Unique reference number	EY438941
Local authority	Gateshead
Inspection number	10308363
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	6
Number of children on roll	22
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Rowlands Gill, Tyne and Wear. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds early years professional status and her assistants both hold an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Dani Taylor

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and her assistant discussed how they organise their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the childminder's setting with the inspector.
- The inspector viewed a sample of key documentation.

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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