

Childminder report

Inspection date: 6 June 2023

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 recently returned to work after a period of absence. Despite the time away from the setting, children are very happy in the childminder's care. Older children greet her with enthusiasm when they come in from nursery. Parents appreciate the love and attention that their children receive. Children develop very good relationships with each other. For example, children look forward to their friends coming in from nursery. They talk to each other about what they are going to do in the childminder's house. Children learn how to keep themselves safe. Older children learn how to use knives to put spread on their wrap. Younger children learn how to negotiate the step into the childminder's house from the garden.

Children behave well. They follow the childminder's instructions, such as when she reminds them to use quiet voices in the house. The childminder makes good use of opportunities to teach children how to share resources. Older children respond quickly when the childminder reminds them to wait for a turn. The childminder has high expectations for children's learning. For example, she seizes opportunities to develop children's counting skills. Four-year-old children count a set of objects accurately to 13. They begin to learn how quantities change when they add or take away objects.

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

- The childminder thinks carefully about children's interests when setting up her play environment. Children thoroughly enjoy making 'potions'. Older children begin to explore what happens when they mix colours together. They watch in amazement as they add sprinkles and see the bath bombs fizz. This supports children to develop good attitudes to their learning.
- Overall, the childminder has a good relationship with parents. She talks to parents about what children are doing and where they are in their learning. After long periods of absence, the childminder talks to parents about any changes to children's health and care needs. However, she does not obtain sufficiently detailed information about children's learning and development when they return. This means that the childminder is not always able to plan effectively for children's learning and development.
- The childminder gives clear messages to children about how they can keep themselves healthy. Older children know that they must wash their hands before eating. The childminder reminds children of the importance of washing their hands after using the toilet. Children spend lots of time in the childminder's garden. Older children walk to and from school. This ensures that they have plenty of fresh air and exercise.
- The childminder and her assistant generally have a good relationship with the school and nursery which children also attend. They share information regarding

children's care needs and any messages that need to be passed on to parents. However, the childminder and her assistant have not yet explored how they can work in partnership with teachers to support children's learning even further. This limits opportunities to work together to help children to make the best possible progress, particularly for those children who receive part of their funded provision in nursery and the rest with the childminder.

- The childminder helps children to develop their independence. Older children put their shoes and coats on before they go outside. Toddlers choose what they want to play with and move freely between the indoor and outdoor environment with confidence. The childminder encourages children to manage their own personal hygiene, as appropriate.
- The childminder and her assistant have a good attitude to their professional development. The childminder ensures that she attends all relevant training alongside her assistant and shares updated information with her. However, the childminder does not always check her assistant's understanding of key messages to ensure that she implements them effectively.
- Children concentrate well for their age. Younger children are highly engaged as they play in the mud kitchen or make potions. They thoroughly enjoy collecting mud and putting it into bowls. Older children watch the childminder as she demonstrates how to use a microscope. They focus intently as they turn the wheel and look at flowers through the lens.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how they can keep children safe. They ensure that they attend all mandatory training, such as first aid. The childminder's home is secure. For example, she keeps her doors locked. The childminder has identified potential hazards in her home and uses stairgates to prevent children from accessing the stairs or kitchen unattended. The childminder and her assistant demonstrate a good understanding of the signs and symptoms that a child may be suffering from abuse. They know who to contact should they have a concern about a child's welfare.

What does the setting need to do to improve?

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

- gather more detailed information from parents about children's learning and development, particularly after long periods of absence
- develop more effective ways of sharing information about children's learning with schools and nurseries which children also attend
- provide even more support to assistants to ensure that messages from training are understood and implemented.

Setting details

Unique reference number	EY446139
Local authority	Sunderland
Inspection number	10280502
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	11 to 11
Total number of places	12
Number of children on roll	32
Date of previous inspection	22 August 2017

Information about this early years setting

The childminder registered in 2012 and lives in Washington, Tyne and Wear. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Elizabeth Fish

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 showed the inspector around her home and explained how she organises her setting.
- The inspector observed children playing and evaluated the impact on their learning.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to the childminder, her assistant and children at various times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder talked to the inspector about how she keeps children safe and how she manages her setting.

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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