

Childminder report

Inspection date: 23 March 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

Children are very settled in the childminder's care and enjoy their time with her. They move around her well-organised learning environment with confidence. Resources are at a low level, which enables children across all ages to easily select the toys they want to use.

Children show good levels of concentration and motivation for their young ages, spending a long time at their chosen activities. For example, they show their imaginations as they act out real-life experiences, pretending to bake cakes. They decide the flavour of cake they wish to make and choose their pretend ingredients. As children play, they talk through each individual process involved. They describe how they are opening cupboards, choosing their eggs and whisking their cake mix. They pretend to regularly check the oven, shaking their heads and making 'huffing' noises at the length of time the cake is taking to cook.

The childminder has high expectations of children's behaviour. She teaches them good manners, such as saying 'please' and 'thank you' and consistently reminds children of the boundaries. Children listen and respond to instructions and are respectful of the childminder's environment. For example, they know to tidy away toys before mealtimes and when they have finished playing with them.

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

- The childminder gets down to children's level as she speaks to them. She uses the correct pronunciation and speaks slowly and clearly. During activities, the childminder narrates children's play, which helps children to give meaning to what they are doing. The childminder further supports children's communication skills, as she gives children time to think about what she has said and to reply.
- Children gain a good understanding of mathematics. The childminder brings numbers and size into all activities. For example, the childminder encourages children to point with their fingers as they count. This enables children to know when they have reached the correct number.
- Children show a can-do attitude to their learning and a determination to succeed on their own. For example, as children use finger puppets, they refuse help from the childminder, persevering until they are satisfied the puppets are on their fingers correctly.
- The childminder encourages children to develop their physical skills. For example, she praises babies as they stand up unaided and walk around the environment. Older children automatically control their movements as they manoeuvre themselves around younger children.
- Parents are very complimentary about the service the childminder provides. They comment on her home-from-home environment and the progress that their

children make. Parents appreciate the way the childminder shares information through discussion and photos.

- The childminder makes good use of the local community. She takes children to nearby shops, where older children buy their own goods and pay for their purchases. Children learn they are valued as they are recognised by shop owners and other people they meet.
- The childminder knows children well and regularly monitors their learning and development. She gains information from parents prior to children starting with her. The childminder knows children's interests and uses this to form the basis for activities. However, she plans activities that predominantly focus on what children already know and can do. This does not challenge children to further develop their skills and enhance their learning and development.
- The childminder celebrates children's achievements. For example, she praises younger children as they try to put their own coats on. However, the childminder does not make full use of opportunities to further develop children's independence and self-care skills as they arise. For example, she does not encourage children to butter their toast for snack and she wipes their noses, rather than encouraging them to do this for themselves.
- The childminder is not proactive in sourcing training. She does not have a programme for professional development in place to help enhance her knowledge and skills to raise outcomes for children even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to the possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The premises are secure. The childminder carries out daily checks of the indoor and outdoor environments to ensure that they remain safe for children to use.

What does the setting need to do to improve?

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

- make the most of opportunities during activities to extend children's learning and provide challenge at the highest level
- develop children's independence and self-care skills further during routines and activities
- target the plan for professional development to further enhance the quality of education.

Setting details

Unique reference number	EY446670
Local authority	Gateshead
Inspection number	10264285
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	9 June 2017

Information about this early years setting

The childminder registered in 2012 and lives in Whickham, Tyne and Wear. She operates all year round, from 7.45am to 5.30pm, 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

Denise Charge

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.
- A joint observation of an activity was carried out with the childminder.
- Activities were observed during the inspection. The inspector assessed the impact that activities have on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.

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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