

Childminder report

Inspection date: 1 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 thrive in the care of this knowledgeable childminder. Children demonstrate they are happy. Older children thoroughly enjoy singing. They join in with actions and well-known songs. Children thoroughly enjoy holding their friends' hands as they pretend to row the boat. They learn to treat each other and the childminder with respect. Children are very polite and well mannered. For example, they say 'thank you' when the childminder gives them fruit. Children learn to keep themselves safe. For example, three-year-old children use knives safely to cut the fruit. They know to turn the knives around, so that the blade is pointing down.

Children generally concentrate well. Toddlers are fascinated as they stack blocks together. They watch intently as the childminder blows bubbles. The childminder seizes opportunities to develop children's learning. For example, as toddlers build with blocks, the childminder demonstrates counting with numbers in order. Toddlers begin to use numbers in their play and sometimes say numbers in order. Children are very independent. Toddlers learn to put wellington boots on themselves, while older children learn to put their coats on. From an early age, children learn to feed themselves. Two-year-old children learn to drink from cups with good control.

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

- The childminder knows what she wants children to learn. Her curriculum is focused on the skills that children need to learn next. She has a strong understanding of the order in which children develop their skills. For example, the childminder talks about strengthening children's core muscles to prepare for early writing. She helps older children to recognise how many objects are in a set without counting. The childminder explains how this will help to develop children's mathematical skills.
- The childminder uses books and songs to develop children's knowledge and vocabulary. Children develop a rich vocabulary as a result of this. However, occasionally, the childminder does not make the best use of these opportunities to help children to develop their literacy skills. For example, children have fewer opportunities to select favourite books for themselves or to handle and care for books. Sometimes, they leave open books on the floor and other children stand on them. This impacts on some children's concentration during stories.
- The childminder teaches children how they can keep themselves healthy. She provides a range of healthy meals and snacks. The childminder talks to children about eating five portions of fruit and vegetables. Older children understand that this helps them to be 'big' and 'strong'. The childminder provides a range of opportunities to develop children's physical development. For instance, she provides opportunities for children to run, jump and climb.

- The childminder generally supports children to share and take turns. For example, she reminds children to share their fruit at lunchtime. However, there are a small number of occasions when more-confident children dominate the activities. This is because the childminder does not consistently reinforce turn taking. Sometimes, more-confident children take a lot of turns to pull pictures out of a story bag. Other children lose interest because of this and occasionally struggle to regain their focus.
- The childminder has a very good relationship with parents. She works very closely with them to share information about what children have been doing or how they can support them at home. The childminder provides detailed information about where children are in their learning and what she is working on next.
- The childminder has a good attitude to professional development. She attends a range of training to develop her knowledge further. The childminder talks about how she uses books as a starting point for learning. For instance, she reads stories to introduce a nature walk. This helps children to develop their visual understanding and expand their vocabulary. The childminder spends a lot of time keeping up to date with new developments and this helps to keep her knowledge and skills up to date.
- The childminder works well with a range of professionals to support children's learning and development, particularly for children with special educational needs and/or disabilities. She talks to parents about any health appointments that children have had and finds out about how she can support children's learning further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. For example, she ensures that children cannot leave her premises unattended. The childminder uses stairgates to ensure that children do not use the stairs unsupervised. She keeps her knowledge and skills up to date. The childminder talks confidently about the signs and symptoms that may suggest that a child has been subjected to abuse. She talks about what she would do if she had any concerns about children's welfare. The childminder has a good understanding of the local authority's procedures.

What does the setting need to do to improve?

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

- make better use of all opportunities to support children's literacy skills
- provide even more opportunities to help more-confident children to share and take turns with other children.

Setting details

Unique reference number	EY446689
Local authority	Gateshead
Inspection number	10264450
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 June 2017

Information about this early years setting

The childminder registered in 2012 and lives in Ryton, Tyne and Wear. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for two-, three- and four-year-old children.

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 childminder.
- The childminder showed the inspector around her home and explained how she organises the curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- Parents spoke to the inspector and talked about their experiences with the childminder. The inspector also took account of written evaluations from parents.
- The inspector observed children playing and learning and evaluated the impact on children's learning.
- The childminder showed the inspector a range of documents, including those relating to her suitability.
- The inspector talked to the childminder to find out how she keeps children safe.

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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