

Childminder report

Inspection date: 18 October 2022

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 content and relaxed and enjoy their time in this cosy, comfortable setting. The childminder uses a kind, compassionate approach that helps children feel safe and appreciated. Children form strong relationships with the childminder. She has high expectations for behaviour, and children are kind and caring towards each other. Children's emotional well-being is well supported, and their behaviour is good.

Children enjoy listening to a wide variety of stories, songs and rhymes. They develop a love of books through weekly library visits and story sessions. Children recall parts of their favourite stories enthusiastically. For example, children have been learning about 'The Gruffalo'. They talk about his 'black tongue' and 'purple prickles'. Children are enthusiastic about learning and confidently make choices about their play. For instance, children are eager to make musical shakers and explore a range of ways to fill up the containers. This builds on children's fine motor and physical skills.

Babies learn to communicate their needs to the childminder, who responds effectively to their babbling, gestures and facial expressions. Babies are quickly comforted by cuddles and soothing words when they become unsettled. Older babies enjoy moving freely and investigating their environment.

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

- The childminder places great emphasis on children learning outdoors. She provides regular opportunities for children to learn and be physically active outside. Children visit local parks, wildlife centres and the beach and access community resources such as the local library and toddler group. This helps to widen children's experiences and knowledge of the world around them.
- New babies settle in well. The childminder plans a detailed induction period and incorporates babies' individual care routines to help them feel safe and secure. Babies are encouraged to pull themselves up and take their first steps using walkers, to help them build up their muscle strength. Children's physical development is well planned for.
- Partnership working with professionals, including those involved for children with special educational needs and/or disabilities, is effective. The childminder works closely with both the health visitor and the speech and language team in order to meet the children's individual needs. However, the childminder has not yet targeted her professional development around supporting all children's individual needs in order to support their achievements to the highest level.
- Mathematics is interwoven throughout the day. The childminder regularly sings, counts and uses numbers in children's play. She encourages the use of

mathematical language such as 'full' and 'empty' when filling containers. Children are developing a good understanding of early mathematical concepts.

- Overall, the childminder provides good support for children's developing communication and language skills. She supports children's play effectively by modelling language, making comments and encouraging children to share their ideas. However, she does not consistently expand children's vocabulary by incorporating more detailed language during planned activities, to extend children's skills even further.
- The childminder promotes children's health effectively. She provides nutritious snacks and drinks, such as fresh fruit and water. Children are encouraged to follow good hand hygiene routines. At mealtimes, the childminder talks to children about healthy foods and how to have a well-balanced diet. The childminder also promotes good oral health, and children learn through resources about how to look after their teeth.
- The childminder provides parents with regular updates and feedback, both verbally and through a written diary. She gathers information from parents about children's interests, routines and current achievements when they first join the setting in order to plan her curriculum. The childminder asks for regular feedback and comments from parents. Parents state they feel well informed and that their children are safe and happy.
- The childminder has a clear vision of what she wants children to know and be able to do. She uses accurate assessments and observations to develop a good understanding of the children's current abilities. She plans effectively, overall, for children's next steps in learning. Children make good progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding and first-aid training. She has a good knowledge of the signs and symptoms that may indicate the possible abuse of children. She demonstrates a secure knowledge of the procedures to follow should she have a concern about a child. The childminder reads regular newsletters, such as those about current safeguarding issues. The childminder supervises children well and is alert to any potential hazards in the environment. She completes effective risk assessments and provides a safe and secure setting for children to grow and learn. Children learn how to keep themselves safe during activities in the setting and the local community.

What does the setting need to do to improve?

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

- focus professional development to strengthen knowledge and understanding of

how to support children's individual and unique needs

- extend the already good interactions with children during planned activities to further extend their vocabulary.

Setting details

Unique reference number	EY451183
Local authority	Gateshead
Inspection number	10229627
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Swalwell, Tyne and Wear. She operates all year round, from 7am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Ruth Williamson

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 the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the provision with the inspector.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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