

Childminder report

Inspection date: 17 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

The kind and caring childminder wants the best for all children in her care. She gets to know children and their families well. This helps the childminder to tailor children's care and learning to their individual needs. Children show a clear sense of belonging and security. Some children show a remarkably positive attitude to their learning. They take the childminder by the hand, saying, 'Come and play!' Other children, at times, need a little more encouragement to take part in activities so that they benefit from the childminder's good teaching.

The childminder provides a play-based curriculum that supports all children's learning well. She identifies what she wants children to learn next, then plans activities to help them to develop specific skills. For example, toddlers develop their early mathematical understanding. They talk about 'full' and 'empty' when moving pasta between containers. Children compare size when they build a construction set as high as they can. They chatter happily while they play and the childminder interacts skilfully with them. The childminder engages children in lively discussions about things that interest them, supporting their language development well. Children keenly and articulately explain the differences between dinosaurs. They tell visitors that some swam in the ocean and some had long necks to reach the leaves at the very top of the trees.

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

- Children are confident and curious learners who eagerly choose from the good range of activities available. The childminder uses what she knows about children to shape their learning while they play. For example, she encourages children to thread pasta tubes onto pipe cleaners to support their physical development, helping them to develop good hand control.
- Overall, the childminder provides a range of activities that appeal to children's interests. Her clear focus on what she wants children to learn helps them to make good progress and they achieve well. There are, however, times when children are not supported well enough to pay attention to her good teaching. For example, they become distracted by the television.
- The childminder makes good use of the local community to extend children's experiences. Children benefit from visits to group activities, where they learn to socialise in a larger group of children. This helps to prepare them for moving on to nursery and school. Children learn about the world around them, for example during 'nature walks' to collect leaves, stones and sticks.
- Children benefit from plenty of praise and encouragement. The childminder supports children to keep trying when they encounter difficulties and celebrates with them when they manage new tasks. Children glow with pride when they receive a 'high five' for their achievements. This helps to raise their confidence

and self-esteem.

- The childminder gives children clear guidance about her expectations for their behaviour. She consistently models good manners and respect and encourages children to think about the needs and feelings of others. Children learn right from wrong and develop a sense of respect.
- Relationships between the childminder and children are warm and supportive. Children climb onto her lap to share stories, snuggling close for comfort while they look at a book. They seek the childminder out for reassurance during activities. The childminder's quick and attentive responses meet children's care and learning needs very well.
- Parents speak highly of the childminder. They say that their children thrive in her care. There is a good two-way flow of information between the childminder and parents, and with other settings that children attend. This helps them to work together on what children need to learn, helping children to make good progress.
- The childminder clearly enjoys her role. She attends regular training courses that help to refresh and extend her knowledge. She is committed to improving her provision. However, the arrangements for evaluating her practice are not securely embedded. This means that, occasionally, the childminder overlooks ways to enhance children's learning opportunities even further.
- Children are familiar with hygiene routines, such as washing their hands, that teach them about the importance of good hygiene. The childminder works closely with parents to provide children with nutritious and well-balanced meals. These arrangements help to promote children's good health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She knows about a range of forms of abuse and neglect. The childminder understands how to identify children at risk from harm. She keeps relevant contact details close at hand so that she can quickly seek advice and support from the relevant authorities if she has a concern about a child's welfare. The childminder has good procedures in place to keep children safe in her care. She uses regular checks on the areas and equipment that children use to minimise the possibility of accidents.

What does the setting need to do to improve?

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

- minimise disruptions in the environment so that all children can benefit as fully as possible from the good quality of education provided
- use evaluation more precisely to identify ways to build on and enhance the good care and learning experiences that children receive.

Setting details

Unique reference number	EY464592
Local authority	South Tyneside
Inspection number	10264488
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 June 2017

Information about this early years setting

The childminder registered in 2013 and lives in South Shields, South Tyneside. She holds an appropriate early years qualification at level 3. The childminder is open all year round from 8am to 5pm, Monday to Friday, except for family holidays. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.
- The inspector looked at relevant documents, such as the childminder's paediatric first-aid certificate.

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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