

Childminder report

Inspection date:

30 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children behave very well and show that they engage well in their play. They learn how to share, take turns and build positive friendships with each other. Children show that they feel safe and secure in the care of the highly nurturing childminder. They snuggle up to her and listen to their favourite stories. Children lift flaps during story sessions to find what is hiding underneath and press buttons to create animal sounds. They laugh as they spot their favourite characters in the story book and count the number of animals they can see. Children build towers with wooden blocks and count aloud as they stack them high. This demonstrates children's good mathematical awareness.

Children benefit from an ambitious curriculum that helps them to build excellent levels of independence and develop their social skills. This includes self-care skills such as putting on their own wellington boots and coat ready for outdoor play. Children show that they understand the rules and routines of the setting. For instance, they help to ensure all resources are returned to the correct place before moving on to their next activity. Children shout, 'it is dinner time' and get ready to wash their hands.

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

- Children benefit from regular outdoor play and physical activities. They laugh as they jump and splash in puddles. The childminder shows children how to stretch, jump and reach for bubbles in the air. She takes children on regular outings to a nearby bird reserve, parks, a nearby beach and a farm. Children learn the importance of caring for animals. During these outings, children are able to climb on apparatus and participate in a range of exciting activities. For instance, carving pumpkins. The childminder also takes children to regular toddler group sessions that include art and craft activities.
- The childminder is proactive in evaluating the overall quality of her provision. She works closely with other childminders in the area and shares practice ideas. Furthermore, she liaises with early years advisors from the local authority who help to complete audits of her setting. She is aware of the strengths and areas for improvement. The childminder completes regular training sessions and reviews the impact of this on her setting. This means that children benefit from continued good-quality care and education.
- Children show that they are confident learners. They persevere in self-chosen challenges. For instance, they concentrate as they match puzzle pieces to the corresponding shape. Children also show good hand-eye coordination, as they carefully thread small cereal hoops on to dried pasta. The childminder showers children with an abundance of praise and encouragement. This helps to promote children's self-esteem.

- The childminder engages children in conversation. She asks well-timed questions and allows them time to process their thoughts before responding. Children show a keen interest in listening to the childminder read their favourite stories. They join in with familiar songs and rhymes. However, the childminder does not pronounce the correct letter sounds and words when engaging children in conversation. For instance, she uses words such as, 'piggy' and 'doggy' when talking to children about their previous learning.
- Parents compliment the childminder on the quality of care and education she provides for their children. There is a two-way process in place to share information, such as daily feedback and ongoing assessments of children's development. This helps to provide a continued approach to children's learning.
- The childminder helps children to develop an understanding of similarities and differences between themselves and others. However, she does not build on children's awareness of other cultures, traditions and communities beyond their own.
- Children follow good hygiene practices. They learn to use tissues to wipe their noses and regularly wash their hands. Children have a range of nutritious foods to choose from during snack time. The childminder talks to children about foods that are 'good'. This helps children to understand how to lead a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding matters and is quick to respond to any signs that a child may be exposed to a risk of harm. For example, clear and concise policies and procedures help her to maintain safe and efficient practices. The childminder completes ongoing training to help her to keep her knowledge and skills refreshed. She is aware of her responsibility to work in partnership with the relevant agencies to respond to any concerns in relation to a child's welfare. This includes responding to any allegations against her or a household member.

What does the setting need to do to improve?

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

- model the correct pronunciation of words and sounds to help enrich children's language development
- build on children's understanding of communities and traditions beyond their own.

Setting details

Unique reference number	EY469082
Local authority	Sunderland
Inspection number	10261781
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	21 December 2017

Information about this early years setting

The childminder registered in 2013. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with 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.
- The inspector carried out an evaluation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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