

Childminder report

Inspection date: 5 September 2019

Overall effectiveness	Good
------------------------------	-------------

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 play very happily in a homely environment and are confident to make choices and decisions about their play. They are very eager to learn and are highly motivated by the activities that the childminder provides. Children's behaviour is very good. They delight in the praise and encouragement they receive from the childminder during activities. Children are extremely polite and say 'please' and 'thank you' without reminders. They demonstrate that they are very secure in the childminder's care. Children spontaneously tell the childminder 'I love you so much'. They climb onto the childminder's knee and proudly show the inspector photographs in their learning journeys. They confidently recall how they watched caterpillars change into butterflies.

The childminder plans exciting activities which interest and encourage children to learn. Children show high levels of concentration as they play. The childminder offers children many opportunities to explore and investigate. Young children excitedly explore different materials to make 'exploding lemons'. They giggle when the lemons 'fizz' and they tell the childminder that they are having fun. Children develop their physical skills in preparation for writing. They make marks in paint with sticks and discuss the different colours they have made, proudly saying they have made patterns that look like a rainbow. Outdoors, children develop their hand muscles when they use spray bottles to squeeze water.

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

- The well-qualified childminder observes children as they play and completes accurate assessments of their learning. She plans accurately for what children need to learn next. Children make good progress and demonstrate excellent levels of development in their communication and language.
- The childminder supports children's language and communication skills very well. She sits with children as they play and speaks clearly to them. She gives children plenty of time to think and extend their vocabulary. Young children communicate clearly and eagerly respond to simple questions. They use language such as 'magical', 'volcano' and 'melt' during their play.
- The childminder evaluates the service that she provides and takes into account the views of children and parents. She identifies the positive impact on children's learning and where enhancements need to be made. For example, she has provided children with more opportunities to develop their mathematical skills when playing outdoors.
- Partnerships with parents are good. The childminder liaises closely with parents to gain a detailed picture of children's abilities and routines. Parents comment how much they value and appreciate the good care and interesting experiences that the childminder provides for their children. They state that the relationships

that the childminder has built with their children are 'wonderful' and she 'is an exceptional childminder who always goes the extra mile'.

- The childminder identifies a large amount of appropriate training courses to develop her teaching skills and enhance her knowledge. For instance, recent training has enhanced the opportunities children have to explore and investigate.
- Children are offered healthy, home-cooked meals and snacks. The childminder plans daily opportunities for children to exercise and ensures that they have plenty of outdoor play. Children have high levels of independence and do things for themselves. For example, younger children wash their hands and put on their boots before they go outside.
- Children enjoy a variety of visits to local community groups where they meet with other childminders and their children. This provides children with opportunities to socialise in larger groups and make new friendships. The childminder takes children on exciting visits to places such as museums.
- The childminder encourages children to develop their mathematical understanding at every opportunity. She supports children to count, recognise shapes and explore capacity. Children are encouraged to solve problems. They show perseverance as they work out how to complete puzzles and find the pieces that will fit.
- The childminder has good relationships with professionals at schools that children also attend. Daily conversations with school staff help to provide continuity of care for children. However, the childminder does not share detailed information about children's development with some settings, to fully complement children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed knowledge of how to keep children safe. She has attended training to help her understand a wide range of child protection issues. The childminder has a good understanding of how to monitor and report any concerns about a child's welfare. She teaches children how to manage risks themselves. For example, young children know they must hold onto the banister when they come down the stairs. The childminder places a great emphasis on children learning to keep themselves safe when out in the community. For example, children learn about road safety.

What does the setting need to do to improve?

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

- share more precise information about children's development with other settings children also attend, to fully complement and provide continuity in their learning.

Setting details

Unique reference number	310050
Local authority	North Tyneside
Inspection number	10106241
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 May 2015

Information about this early years setting

The childminder registered in 1997 and lives in Benton, Newcastle upon Tyne. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector took account of the views of parents from written statements.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living on the premises.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019