

Childminder report

Inspection date: 25 September 2019

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 childminder is kind, thoughtful and attentive. Children enjoy their time in her welcoming home. The childminder enthusiastically joins in children's pretend play. For example, she encourages children to sing 'row, row, row your boat' as they use boxes and make believe they are in water. Children are excited as they explore the noise they make as they blow into a harmonica. The childminder claps along to the music they make. The childminder has a good understanding of how to support children's physical development. She encourages children to make marks with chalk and to feed themselves independently at mealtimes. Furthermore, children jump in puddles in the garden and young babies climb up the small slide.

The childminder is a good role model. She promotes children's personal, social and emotional development effectively. Children develop a can-do attitude to learning. For example, when babies fall as they attempt to take steps they get back up and try again. The childminder praises their efforts, which helps children to know that they have done well. Children show independence as they move freely and safely between the indoor and outdoor play areas and actively explore the activities on offer.

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

- Children benefit from a range of outings and experiences with the childminder. For instance, they visit local parks, playgroups and farms. This helps them to develop social skills and learn about the world around them.
- The childminder provides positive messages for the children about healthy eating during snack and mealtimes. She explains that children need healthy food to give them energy and help them grow. The childminder encourages children to follow simple hygiene routines to maintain their good health. For example, they wash their hands before eating.
- Overall, teaching is good. The childminder has a good understanding of how children learn and knows the children in her care well. She has high expectations of the children and what they can achieve. She actively promotes a good balance of planned and child-led activities. However, the childminder does not always reshape activities as they happen, particularly for younger children, to give children the challenge they need to learn as much as possible from them.
- Children's communication and literacy skills are supported well. The childminder responds warmly when young babies babble. Older children relish sitting with the childminder as they share a range of stories and sing songs.
- The childminder consistently encourages children to say 'please' and 'thank you'. Children learn to be respectful to others and use good manners. The childminder encourages children to share and take turns. Children behave well and are kind and considerate to each other. Children are developing the attitudes they need

for their next stage of learning.

- The childminder has established effective partnership working with other professionals, such as the local school. She shares invaluable information, which helps to provide a highly consistent approach to children's care and learning.
- The childminder implements successful strategies to support children's learning at home. She provides resources so that parents can carry out activities at home. Daily conversations and weekly written diaries provide good communication. Parents' comments indicate that they are happy with the childminder.
- Children are making good progress in their learning and development. The childminder uses opportunities to encourage children to think about shape and size. However, the childminder does not always use everyday activities to extend children's understanding of numbers and counting.
- The childminder is a reflective practitioner. She has a good programme of professional development and regularly attends courses which have a positive impact on the quality of teaching. The childminder has good working relationships with other childminders. She meets with them regularly, sharing ideas and good practice.
- Secure attachments are evident and children are happy and settled. Children's self-esteem, confidence and emotional well-being is very high. They have formed close bonds with the childminder and show that they feel safe in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She regularly updates her safeguarding training. This means that she has an up-to-date knowledge of recent safeguarding issues, such as children being exposed to extreme views and behaviours. The childminder has a good understanding of what to do should she be concerned about a child's welfare. The childminder completes regular checks on the environment to help her identify and eliminate any risks.

What does the setting need to do to improve?

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

- reshape activities with children of mixed ages and abilities to enable younger children to fully engage and enhance their learning to the highest possible level
- develop further opportunities for children to use numbers and counting in everyday activities to enhance their understanding of mathematical concepts.

Setting details

Unique reference number	EY463026
Local authority	Gateshead
Inspection number	10075465
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 2013 and lives in Gateshead, Tyne and Wear. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The inspector and the childminder conducted a learning walk of all areas of the childminder's home that she uses for childminding.
- The inspector sampled a range of relevant documentation, including suitability checks for household members, training certificates and children's learning records.
- The inspector read written feedback from parents and took account of their views.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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