

Childminder report

Inspection date: 2 October 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 form close attachments with the caring childminder. They are happy and show they feel safe and well cared for. Children snuggle up close to the childminder. They listen with good levels of attention while she reads their favourite stories. During these activities, children learn about where different foods come from. They eagerly lift the flaps in storybooks. Children learn the importance of making healthy choices during mealtimes. The childminder demonstrates high expectations for all children. Children learn to behave well and follow instructions. They show respect towards others and have good social skills. For example, children understand rules and learn how to take turns. Children eagerly take part in physical activities. They use tents and tunnels to create small obstacle courses. Children use positional language as they play. For instance, they talk about climbing 'over' and 'under' objects to get through to the other side. Children are imaginative learners. They use paint and stampers and create different-shaped prints. Children use cutters during dough activities and identify the different shapes they make. This helps to promote children's mathematical skills. Children make good progress and are well prepared for their next stage in learning.

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

- The childminder is passionate about the quality of care she provides for children. She works hard to provide them with good-quality experiences. For instance, the childminder takes children on outings. She talks with enthusiasm about children making new discoveries, including finding butterflies and wild mushrooms. The childminder encourages children to explore the natural world around them.
- The childminder has identified areas of development and keeps her learning up to date. She accesses further training to help to maintain her good-quality skills and knowledge. The childminder shares practice ideas with other childminders and uses this information to help her to identify new activities for children.
- Parents offer high levels of praise for the childminder and comment on how well their children are cared for. The childminder shares information with parents about what their children have been doing during the session. However, on occasions, parents are not provided with enough ways to help to extend their children's learning at home.
- The childminder observes children well. She is vigilant and identifies potential hazards in the environment. The childminder encourages children to develop an awareness of how to identify dangers in their environment. For example, during outings and school runs, she talks to children about the importance of learning to safely cross roads.
- The childminder plans activities that help to promote children's interests. She uses information regarding what children already know and can do, and completes accurate assessments. The childminder has a good understanding of

how children learn. She identifies and addresses any emerging gaps in their learning.

- Children have access to a good range of toys and resources. They make independent choices in their play. The childminder plays alongside children and follows their lead. She models good thinking skills and encourages children to think about what happens next during their play. Children are confident and demonstrate good levels of self-esteem.
- Children engage in conversation with the childminder. They communicate well and talk to her about what they are playing with. However, on occasions, the childminder does not correct children's pronunciation of words to help them to speak more fluently.
- The childminder provides children with opportunities to develop an awareness of cultures and traditions that are different to their own. Children learn to value similarities and differences between themselves and others. This helps to promote children's understanding of the wider world.
- Children are able to build on previous learning. For instance, the childminder talks to children about previous models they made together. She offers different-coloured paint and shares in these activities together as they finish their artwork. This helps to promote children's creative skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder thoroughly understands local safeguarding procedures and wider safeguarding issues. She is aware of the possible indicators of abuse and how to address any concerns she may have regarding a child's welfare. The childminder has a good understanding of the procedures to follow in event an allegation is made against her or a member of her household. She understands the importance of liaising with other professionals to help keep children safe from harm. She is aware of the risk of harm exposed to children through inappropriate use of social media and recording devices.

What does the setting need to do to improve?

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

- refine ways to promote the importance of parents continuing their children's learning at home
- extend opportunities for children to build on their language skills, including offering correct ways to pronounce words, to help them to make high levels of progress.

Setting details

Unique reference number	305503
Local authority	Sunderland
Inspection number	10066181
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 December 2015

Information about this early years setting

The childminder registered in 1992 and lives in Sunderland, Tyne and Wear. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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