

Childminder report

Inspection date: 22 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

The childminder provides a welcoming and stimulating environment for children. She provides varied activities in different rooms on the ground floor of her home. Children's choice and independence are well promoted. For example, they freely choose which room they would like to play in. Children are relaxed, happy and appear 'at home' in the childminder's care.

The childminder allows children to experiment when they play. Overall, she is aware of what children know and can do and how they are making links in their learning. For example, young children learn that only the fabric toys go into the play washing machine. They put the plastic toys and fruit into the play kitchen basin to be washed. Young children solve problems for themselves. For example, when they find the door to the play kitchen cupboard too stiff to open, they work out that the cupboard can be accessed from the top by removing the sink.

The childminder has high expectations for children's behaviour. She explains the appropriate procedures she uses to manage behaviour effectively on rare occasions when intervention is needed. The childminder is aware of children's different experiences and how these may impact on their behaviour and she provides lots of opportunities to support all children to share and take turns.

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

- The childminder's very good knowledge of every child ensures that care practices are tailored to meet their individual needs. She is receptive towards the children, for example, she is aware of when they need a sleep or a snack. The childminder also knows how some children like to eat certain snacks, such as at room temperature rather than straight from the fridge.
- Children are provided with healthy and nutritious meals and snacks. The childminder also ensures that children have regular opportunities for outdoor play to promote their physical well-being. Children also enjoy regular outings and visits to playgroup, which supports their social skills and their understanding of the world.
- Children benefit from a varied range of stimulating activities across all areas of learning. They learn about cultural and religious celebrations, and activities are often planned around the time of year. Children's interests are taken into account when the childminder is deciding what she wants them to learn, and how they are going to learn. For example, the children like dinosaurs, so these are included in a lot of activities.
- Activities and resources are adapted to ensure that all children are involved and included. For example, the childminder provides glue spreaders for younger children who have not yet mastered how to twist and use a glue stick. The

childminder assesses children's development. However, her assessments of children's learning are not consistently rigorous enough to identify any gaps in children's development at the earliest opportunity.

- The childminder provides a varied and stimulating range of books for children to easily access at any time. In addition, she incorporates story time into the daily routine. The childminder constantly promotes children's language and communication skills. For example, she chats to children throughout the day, allowing them time to listen and respond.
- Partnerships with parents are strong. The childminder keeps parents informed about their child's progress. She provides parents with the progress check for children aged between two and three years. However, these checks do not consistently include information about children's development in all three prime areas of learning. The childminder works well with other settings that children attend.
- Children enjoy a warm and close relationship with the childminder and she knows the children in her care very well. Behaviour is consistently managed in appropriate ways, taking account of children's age and level of understanding. The childminder is mindful that children without siblings may have less chances to practise sharing. She praises and encourages positive behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to safeguard children's well-being. She is aware of the signs that may indicate a child is at risk of harm and has appropriate procedures in place to follow. The childminder has a positive attitude towards professional development. She has completed relevant training courses since her last inspection, including an online safeguarding training course.

What does the setting need to do to improve?

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

- enhance the procedure for assessing children's development, so that any gaps in their learning can be quickly identified
- ensure that the progress check for children aged between two and three years consistently includes all three prime areas of learning.

Setting details

Unique reference number	312480
Local authority	South Tyneside
Inspection number	10065853
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 September 2015

Information about this early years setting

The childminder registered in 2000 and lives in South Shields, Tyne and Wear. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder works alongside an assistant, when needed.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- The inspector and the childminder completed a learning walk across all the areas of the home used by children to understand how the early years provision is organised.
- The inspector observed care practices and the quality of teaching during activities and assessed the impact these have on children's learning.
- A joint observation of an activity was undertaken with the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of adults living on the premises, and training.
- The inspector took account of the views of parents from written information 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