

Childminder report

Inspection date: 31 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are extremely happy and settled in the childminder's home. Their physical and emotional well-being are central to the childminder's practice. Children welcome visitors to the setting and talk about the exciting activities they are planning to complete across the day. The childminder recognises the importance of providing learning and play experiences outdoors. She has developed an interesting and stimulating outdoor space. The childminder ensures that children benefit from many additional opportunities to learn and play outside. For example, children visit the local park regularly where they help to take care of the environment, plant bulbs and learn about flowers and plants.

The childminder has high expectations of all children in her care. She helps them to make good progress and complements what they are learning at school. Children settle very quickly when they move on to school. They have a positive attitude towards their learning. For example, children show a strong interest in numbers and enjoy joining in with counting as they play. Children are confident and motivated learners. They move freely and safely between the indoor and outdoor play areas. The childminder encourages children to actively explore the wide range of resources available. Children communicate their needs and interests highly effectively with the childminder, her family and other children.

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

- The qualified and experienced childminder is a reflective practitioner. She considers the quality of the activities she provides. The childminder ensures that children are engaged in their learning and consistently making good progress. She encourages parents to share their views of the provision, such as by sending out questionnaires to help her to identify any areas for future improvement. Feedback from parents is extremely positive.
- Partnerships with other professionals are effective. The childminder communicates well with local school staff. She shares detailed information about children's development to establish continuity in their learning. Children are well prepared for the next stage of education and their eventual move onto school.
- The childminder ensures that she maintains her first-aid training and completes regular safeguarding training. However, she does not consistently take full advantage of all the opportunities for professional development in order to support children's learning.
- The childminder understands how children learn. She organises the environment to enable children to access a wide range of resources, supporting all aspects of their development. Children make independent choices based on their individual interests and fascinations.
- The childminder supports children's communication and language development

well. She enthusiastically talks to children, asks challenging questions and introduces new vocabulary. However, on occasion, she does not give them enough time to think and solve problems for themselves as they play.

- Children enjoy song time. They explore various singing props and learn to sing a range of familiar songs and rhymes. For example, children enjoy taking part in counting rhymes. They learn new mathematical concepts and vocabulary as they take one frog away and count how many frogs are left throughout the rhyme.
- Children benefit from well-planned activities that encourage their physical development. For example, they manipulate dough with good control and a clear purpose in mind. Children listen carefully to the childminder as she provides detailed instructions about how to use new equipment. They successfully use it with support from the childminder. Children extend their new learning and make their own instructions about how to make sausages using the equipment.
- Children behave well. The childminder uses distraction effectively to prevent children from becoming frustrated and to ensure that they remain engaged in their learning. With the childminder's support, children learn to manage their behaviour well for themselves. For example, three-year-old children talk to the childminder about the importance of sharing and taking turns as they play.
- The childminder attends to children's care needs effectively. She is quick to recognise when children may be hungry, tired or in need of a cuddle, and responds well to their individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the procedures to follow should she be concerned about a child's welfare. She supervises children well and ensures that they are safe at all times. The childminder regularly updates her safeguarding training. She has an in-depth knowledge of more recent safeguarding legislation, such as children being exposed to extreme views and behaviours. The childminder reviews her policies and procedures to reflect new guidance. She assesses hazards in her home, garden and on outings effectively to minimise potential risks.

What does the setting need to do to improve?

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

- allow children enough time to think and solve problems for themselves during their play and discussions
- make the most of all opportunities for professional development to enhance knowledge and skills to help extend children's learning.

Setting details

Unique reference number	311748
Local authority	Gateshead
Inspection number	10117010
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	27 July 2015

Information about this early years setting

The childminder registered in 1992 and lives in Crawcrook, Gateshead. She operates all year round from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Amy Keith

Inspection activities

- The inspector completed a learning walk with the childminder around the parts of the home accessed by the children. She looked at the range of resources available for children's use.
- The inspector observed the interactions between the childminder and children during activities and assessed the impact these have on children's learning.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector reviewed a sample of documentation, including evidence of professional development and the suitability of household members.
- The inspector looked at written feedback from parents and took account of their views.

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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