

Childminder report

Inspection date:

14 November 2019

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|------------------------------|-------------|
| Overall effectiveness | Good |
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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 are very happy and safe with the childminder. Even the youngest children, who have only attended for a short period of time, smile at her and the other children throughout the day. Children are cared for by a warm and nurturing adult. They clearly have positive relationships with the childminder and other children who attend.

Children behave very well. The childminder provides a good role model for them. Children confidently take turns and happily share the leaves that they have collected for their collages with other children. Children are reminded how to keep themselves safe. For example, the childminder talks to them about how to sit on chairs properly, so they do not fall. She encourages them to hold the handrail when using the stairs.

The childminder understands how children of all ages learn. She provides plenty of good-quality resources that support babies' development. For instance, babies enjoy shape sorting and posting toys. Activities that the childminder provides are planned around children's interests. For example, after they go for a walk and notice a hedgehog, the childminder reads a book about the animal. Then children cut out hedgehog shapes and stick materials on them. The childminder has high expectations of all the children she cares for. She continually introduces new words to expand their vocabulary, and talks to them about animals hibernating.

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

- Children are independent and make choices about what they want to do. The childminder stores toys and resources in low-level shelving. Children arrive from nursery and confidently begin to build models with blocks. They easily take turns and share with each other.
- The childminder values children for their unique abilities and skills. She plans activities that she knows all of the children will enjoy, and can take part in, which builds their self-confidence. For example, when she is reading a story and babies come over to sit on her knee for a cuddle, she responds to the sounds that they make.
- Children who attend nursery are beginning to take care of their own hygiene and personal care. They move the stool to the kitchen sink to wash their hands before eating, and easily put on their coats and shoes. The childminder plans activities that encourage children to concentrate and listen, to help them be ready for school. For example, children sit on the floor and enjoy reading stories with her.
- The childminder provides an ambitious and well-designed curriculum that engages and motivates children. They choose jigsaws to complete or get a book

out to look at. Children are beginning to develop valuable skills. They use scissors with support and are able to write the initial letters of their names. Children find out about festivals from different cultures. However, there are few resources to help children learn about people who are different from themselves in their play.

- Parents are very complimentary about the care and education their children receive. The childminder has developed strong relationships with parents. She collects feedback from them and the children about what they feel she could do better. Children comment that they love playing outside. In response to this, the childminder has developed her outdoor play area. She has introduced a mud kitchen which children collect sticks, twigs and leaves for. They enjoy growing their own vegetables on raised plant beds and make these into soup with the childminder.
- The childminder introduces new words to extend children's vocabulary. She consistently talks to babies so that they become familiar with language. Children relish listening to stories and are keen to provide their own ideas about what will happen next. Older children are highly confident at talking and eagerly explain to visitors what they did at Halloween.
- The childminder is beginning to start to evaluate her practice. She does this skilfully on a daily basis by noticing what did not go as well as she had hoped. However, more long-term plans that will increase the already good teaching are less focused. The childminder has completed training in sign language and knows how she would access further support for children if they had gaps in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shows a strong understanding of the signs and symptoms that would cause her concern about a child. She knows the procedure she would follow to report concerns. The childminder regularly updates her safeguarding training to make sure that she is aware of any new procedures or things that she needs to consider. She regularly completes risk assessments on the areas that she uses to make sure that children are safe. The childminder checks the garden before they go out and the bathroom when they arrive.

What does the setting need to do to improve?

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

- consider improving the resources to support children to learn about people who are different from themselves in their play
- focus self-evaluation on improving the already good teaching in the areas that will improve children's education.

Setting details

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| Unique reference number | EY450010 |
| Local authority | Durham |
| Inspection number | 10062745 |
| 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 | 10 |
| Date of previous inspection | 22 April 2016 |

Information about this early years setting

The childminder registered in 2012 and lives in Newcastle upon Tyne. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Larnier

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the home used for childminding to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, children and a carer who came to collect a child, at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence about training and of household members' suitability.

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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