

Childminder report

Inspection date: 21 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children thrive in this safe and caring setting. They are keen to learn and try new activities. For example, they persevere to thread wooden shapes onto string. The childminder encourages children to learn about different colours and shapes. Children are very proud of their achievements. They clap as they complete puzzles and build towers with stacking cups.

Children listen carefully to the childminder's instructions. The childminder has clear routines and children respond very well to these. Her setting is a happy one. Children enjoy learning new skills and becoming more independent. The childminder has high expectations for children's behaviour. Children learn to take turns, share and use good manners. The childminder meets the needs of all children well. This includes meeting the medical needs that some children may have.

During the COVID-19 (coronavirus) pandemic, the childminder has realised there have been fewer opportunities for children to mix with others. As restrictions ease, she has prioritised plans for children to play in larger groups so that they can further develop their social skills.

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

- The childminder plans a curriculum which takes account of what children already know and can do. She considers the skills that she wants children to develop. The childminder provides activities which build on children's knowledge, interests and vocabulary. For example, children show an interest in animals and the childminder acts on this. The childminder plans activities, and provides books and toys to help extend their learning.
- The childminder observes children as they play and checks what they have learned. She uses this information to help identify any gaps in children's learning. Children make good progress in their development.
- The childminder plans activities that help children to develop their communication and language. Children remember important words and new vocabulary. The childminder gives children time to think when she asks questions and models words correctly. When children are playing, she introduces new words, such as 'big' and 'small'.
- Children are enthusiastic and confident learners. They are eager to join in with the activities on offer. Younger children enjoy playing with role-play toys. For example, they play with toy food and pretend to cook dinner in the play kitchen. However, the childminder does not consistently plan activities which encourage children to investigate and explore as they play, to help them to develop their thinking skills.

- The childminder develops children's early literacy skills to help them for later reading. Young children show a keen interest in books. They turn the pages and point to things of interest in the story. The childminder encourages children to repeat words and phrases from familiar stories.
- The childminder evaluates her practice and makes plans to develop her setting further. For example, she identifies she wants to provide more outdoor opportunities for children to learn about the natural world. The childminder attends training sessions online. She understands the importance of keeping her knowledge up to date to benefit the children in her care.
- The childminder works closely with parents to help children settle in quickly. She encourages parents to share information about their children's routines and individual needs. The childminder speaks to parents each day about the experiences their children have had. Parents say that they are so lucky to have found the childminder. They comment that the childminder has helped their children's speech to develop. However, the childminder does not share precise information about children's current levels of development. Parents are not made aware of what children need to learn next and how they can best support their children's development at home.
- Children enjoy a range of home-cooked meals. The childminder encourages them to follow a healthy lifestyle. She reminds children to drink water frequently and encourages them to eat fruit for their snack. Children learn to feed themselves and wash their hands before lunch. They take part in regular outdoor play and enjoy visits to local parks and learning more about their local community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities. She completes thorough checks to make sure that the areas of the setting children access are safe. The childminder completes regular safeguarding training and her knowledge of how to protect children is up to date. She has a good understanding of what to do if she has concerns about a child and the procedures to follow. The childminder places an importance on teaching children to learn to keep themselves safe. For example, younger children learn not to put too much food on their spoon when they feed themselves.

What does the setting need to do to improve?

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

- plan more activities that encourage young children to explore and investigate, to help to develop their curiosity
- provide more precise information to parents about their children's level of

development and what they need to learn next.

Setting details

Unique reference number	EY559338
Local authority	Newcastle upon Tyne
Inspection number	10190463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Newcastle upon Tyne. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. The childminder and inspector reflected together on children's learning during their play.
- The inspector looked at a sample of the childminder's documentation, including training certificates and evidence of the suitability of those living on the premises.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans activities for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. She took account of the views of parents from speaking to them.

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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