

Childminder report

Inspection date: 19 November 2021

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children thrive in the care of the friendly and kind childminder. They settle quickly and form secure relationships with her. Children are curious, creative and imaginative. They design colourful pictures by using a variety of paint, sponges and brushes. Children add leaves and enjoy looking at the patterns they make in the paint. The childminder extends children's learning as she asks them about the different colours that they can see, and they compare the size of the leaves. Children confidently tell the childminder the leaves are 'big' and 'small'. They laugh and smile as they take part in activities with the support of the childminder.

The childminder is attentive to children's individual needs. She quickly recognises when younger children become tired. The childminder provides comforters and cuddles children on her knee. Children quickly settle and fall asleep. They behave well and show positive attitudes towards their learning. Children relish opportunities to please the childminder. They are familiar with daily routines and respond well to the childminder's high expectations. She praises children for their achievements. Children are developing their independence skills. They take off their coats and follow good hygiene routines. Children know to wash their hands after they have been outside and before they eat.

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

- Overall, the childminder regularly reflects on and evaluates her practice. She attends mandatory training to keep her knowledge current and up to date. Furthermore, she liaises with the local authority early years adviser to support her practice. However, she has not established a targeted programme of professional development, in order to raise her teaching to the highest level.
- The childminder establishes positive partnerships with parents. She gives parents specific examples of how to support their children's learning at home, to help children to make even better progress in their learning and development.
- Children develop a love of books and listen intently to familiar stories. The childminder chooses story books that are appropriate for children's ages. Young children relish cuddling up with the childminder to share their favourite stories. They show that they are familiar with the story by shouting out key words, such as 'sparkly' and 'slippers'.
- The childminder ensures that children have regular exercise and fresh air. She takes them on regular outings to places, such as local parks and walks along the river. The childminder teaches children to look after their local community as they pick up litter as part of a community activity.
- Children behave very well. They listen carefully to the childminder and follow her requests. For example, they quickly put away toys when asked, to keep the playroom tidy for the next activity. Even the youngest children are learning to

share and take turns.

- Children are well prepared for the move on to nursery or school. The childminder develops links with local nurseries and schools to share information about children's progress and well-being. These help to develop continuity for children's care and learning.
- The childminder has a secure understanding of her curriculum. She offers children a broad variety of learning opportunities to meet children's individual learning needs. For example, the childminder is very aware of the impact that the COVID-19 pandemic has had on some children's social skills. She considers this when planning her curriculum. For example, the childminder plans some specific activities to help children to develop their confidence and to build relationships with other children.
- Children's speech and language skills are developing well. The childminder responds well to young children as they begin to use words and form simple sentences. She talks to children as they play and names objects to help children learn new vocabulary. Furthermore, the childminder repeats words back to children when they say them incorrectly. This helps them to hear the correct pronunciation of words.
- The childminder supports children to develop their understanding of numbers and counting. For instance, she counts the number of stickers that children place on her arm. Young children join in and independently count to five.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding and how to keep children safe. She knows how to recognise and to report any concerns she has about children in her care. The childminder attends regular training and receives electronic updates to keep her knowledge up to date. She is aware of child protection issues, such as exploitation, extremism and radicalisation. The childminder understands how to report these concerns. Furthermore, the childminder knows the procedures to follow should an allegation be made against herself or a family member. The childminder carries out risk assessments each day to ensure that the premises are safe for children.

What does the setting need to do to improve?

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

- develop the programme of professional development further, to raise the quality of teaching to an even higher level.

Setting details

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| Unique reference number | EY449923 |
| Local authority | Sunderland |
| Inspection number | 10213169 |
| 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 10 |
| Total number of places | 6 |
| Number of children on roll | 13 |
| Date of previous inspection | 9 August 2016 |

Information about this early years setting

The childminder registered in 2012 and lives in Sunderland. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector and the childminder completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents provided written and verbal feedback about their children's experiences at the childminder's setting.
- The inspector observed the quality of education being provided and evaluated an activity with the childminder.
- The inspector spoke to children during the inspection.

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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