

# Childminder report

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Inspection date: 18 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have constant access to the childminder's large garden, where they play happily in the fresh air. The childminder recognises that children have had limited opportunities to develop their physical skills during the COVID-19 pandemic. Therefore, she provides children with opportunities to engage in safe, yet energetic and adventurous, play. Children thoroughly enjoy climbing up the slide and propelling themselves on the swing. They balance on see-saws, happily singing as they play.

Children are very settled and happy in the setting. The childminder has respectful interactions with children. She is kind and caring. Children know that the childminder listens to them and takes their opinions into account. For example, they decide together where they want to go in the afternoon. Children regularly visit the beach and local parks. The childminder teaches children about people in the community who help them.

The childminder wants every child to achieve to the very best of their abilities. Overall, she teaches children to be independent. Young children feed themselves and learn how to put their own coats on. Children are willing to try new experiences and try hard when they find some things challenging. For instance, they persevere with trickier fastenings when they dress their dolls. Children are confident and are keen to learn. They happily choose their favourite stories and cuddle into the childminder while she reads.

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

- The experienced childminder has a good overall understanding of how children learn and develop. She plans a curriculum that helps children to learn new skills and gain new knowledge. The childminder knows what children need to learn next. All children make good progress in their learning.
- Overall, the childminder supports children's language effectively. She engages children in conversations, introduces new vocabulary and comments on what they are doing. Children enjoy practising new words when they sing their favourite songs and rhymes. However, she does not consistently use questions as effectively to help children to extend their communication even further.
- The childminder provides children with many opportunities to explore and discover new things. Children learn about the natural world. They observe caterpillars changing into butterflies, make 'bee baths', plant lavender and look for bugs in the garden.
- The childminder carefully chooses books and resources that help children to understand about the differences between themselves and others. Children read books about different types of families and learn about festivals, such as Diwali.

- The childminder reviews her practice and makes plans for development. For example, following the COVID-19 pandemic, she has built a wooden cabin outdoors for children to play and learn in. The childminder plans to review the organisation of the resources in the cabin to allow children to extend their own play further and more freely choose what they would like to play with.
- Partnerships with parents are good. The childminder liaises closely with them to gain a picture of their children's abilities and routines. Parents comment on how much they value and appreciate the care and experiences that the childminder provides for their children.
- The childminder makes good use of the local community to promote children's learning and social skills. For example, she takes children to local toddler groups, where they have opportunities to socialise with other children in larger groups.
- The childminder is committed to keeping her knowledge and skills up to date. She networks with other childminders to share ideas for good practice. The childminder has recently attended training to enhance her practice in developing children's self-esteem. This has helped to raise children's confidence since returning to her setting.
- Children understand the importance of following a healthy lifestyle. The childminder encourages children to eat healthy food and they heartily tuck into bowls of homemade vegetable soup at lunchtime. They practise brushing their teeth on large pretend models. The childminder works with parents to help children learn about good oral hygiene.
- Children's behaviour is excellent. They happily share, take turns and listen to each other. The childminder praises children for their achievements. She teaches children to recognise how they are feeling and name their emotions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of possible abuse. She knows what to do if she has any concerns about a child's welfare. The childminder checks the environment each day to make sure that it remains a safe place for children to play. Children are cared for in a safe and secure environment. The childminder teaches children how to keep themselves safe, so they learn about the importance of washing their hands to keep themselves healthy.

## What does the setting need to do to improve?

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

- plan the organisation of the environment more precisely so that children can extend their own play and more freely choose resources
- enhance the use of questioning to extend children's communication and language skills further.

## Setting details

<b>Unique reference number</b>	312443
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10213137
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	2 August 2016

## Information about this early years setting

The childminder registered in 1999 and lives in South Shields, Tyne and Wear. She operates during term time from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder occasionally works alongside an assistant. She offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

### 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 their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector gathered the views of parents from written comments available.
- The childminder and children spoke to the inspector at appropriate times 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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