

# Childminder report

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Inspection date: 23 March 2022

<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 are happy at the childminder's home. They demonstrate this as they relax into the childminder's arms and fall asleep. Parents comment that their children adore the childminder and have very fond memories of activities which they have done. Parents of babies say that the handovers at the end of the day are so detailed they can quickly resume care when they return home. Children are safe in the childminder's home. For example, toddlers explore climbing onto furniture, under the careful supervision of the childminder. The childminder has good procedures in place to reduce the spread of infection. Since the COVID-19 pandemic, the childminder has introduced extra handwashing and cleaning procedures. This reassures parents that children are safe.

Children behave well. Babies and toddlers respond quickly when the childminder says 'no'. The childminder has high expectations of what children can achieve. She plans a range of activities to ensure that children develop their skills, such as walking and climbing. Babies progress through the different developmental milestones under the childminder's careful supervision. They learn to sit, crawl and pull themselves up to standing. They babble confidently, and make the transition from milk to solid foods.

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

- Children enjoy their learning and engage well, overall. For example, toddlers are fascinated as they explore a jigsaw with latches. They are mesmerised as they open the flaps and see the pictures of the animals. Children laugh in delight as they play with a play cube with the childminder. They watch intently as the childminder moves the beads along the wire.
- The childminder supports children's communication and language effectively. She adapts her language effectively when talking to younger children. For example, as the childminder plays alongside toddlers, she introduces the names of animals and the sounds which they make. By the end of the activity, toddlers attempt to say 'meow'.
- The childminder builds strong relationships with babies and their families. This helps babies to settle quickly and develop secure attachments with the childminder. This is evident as babies crawl confidently around the childminder's home. Babies watch as the childminder moves into the kitchen and follow her as she moves into the playroom. They crawl back to see the childminder's dog, checking that the childminder is following.
- The childminder has a good relationship with parents. She talks to parents about what their children are doing and how they can help them at home. The childminder advises parents on a range of issues, including toileting and developmentally appropriate toys. Parents appreciate the thorough and detailed

feedback that she gives them at the end of each day.

- Children enjoy playing with a wide range of resources. For example, babies enjoy playing with electronic toys and jigsaws that the childminder has put out for them. However, there are fewer opportunities for children to follow their own interests because they are unable to access many resources, including books, independently. This has an impact on children's concentration.
- The childminder knows children well and identifies what she wants them to learn next. For example, she wants to support babies' early walking skills. The childminder arranges toys and resources on the sofa and ottoman, to encourage children to pull themselves up and cruise around the furniture. She discusses the importance of letting children do this in their own time.
- The childminder is part of a local network of childminders. They share ideas and examples of good practice together. The childminder has also recently joined a childminder forum to strengthen her knowledge further. However, she is aware that she needs to develop her programme of professional development further to ensure that her skills continue to improve.
- The childminder is incredibly caring and vigilant. She responds quickly when toddlers need a nappy change or when they show signs of being tired. The childminder supervises babies carefully as they begin to eat solid foods. She talks about how she ensures that the food which she provides supports children's oral skills. For example, the childminder provides smoother foods with only a few lumps in for children who have a sensitive gag reflex.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is safe and well maintained. She has a good understanding of the signs and symptoms, that may indicate possible abuse to children. The childminder knows the procedures to follow, should she have a concern about a child in her care. She has a good understanding of guidance to inform her practice, such as the 'Prevent' duty. The childminder updates her first-aid certificate in a timely manner to ensure that her knowledge is current. She demonstrates a good understanding of how she can keep children safe online.

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

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

- provide more opportunities for children to access resources independently and follow their own interests
- strengthen the programme of professional development to raise the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	311782
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10229409
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	31 October 2016

## Information about this early years setting

The childminder registered in 1993 and lives in Gateshead, Tyne and Wear. She operates all year round from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Elizabeth Fish

### 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 showed the inspector around the parts of her home that she uses for childminding. She explained how she organises her curriculum.
- The inspector observed children playing and evaluated the impact of the childminder's interaction's on children's learning.
- The childminder showed the inspector a range of documentation, including evidence of the childminder's suitability.
- Parents provided written feedback for the purpose of the inspection.
- The inspector talked to the childminder about how she manages her provision.

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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