

Childminder report

Inspection date: 31 August 2022

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 are excited to tell visitors about the fun that they have. They are happy and confident in the childminder's care. Children show this when they invite the childminder into their play and climb onto her lap for a hug. The childminder has a caring and fun approach that puts children at ease, and helps them to enjoy their time with her very much.

The childminder's curriculum is mostly delivered outdoors and in the community. Children benefit from visits to places of interest, such as museums and galleries, alongside play parks, forests and the beach. Children learn about the natural world while building dens in the trees and making feeders for birds. Activities in the childminder's home, generally, support children's learning further. For example, they keenly join in with stories and learn about words that rhyme. Children create towers from bricks and use their imaginations to create characters that might live there.

Children pay attention and follow instructions. The childminder has high expectations for their behaviour. This contributes to the good manners and high levels of respect that children show. Children learn to share and take turns, for example, when posting coins into a slot during a game.

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

- The childminder provides a broad and balanced programme of activities that, generally, helps children to build on what they know and can do. However, some of the childminder's plans for children's learning are not focused enough to help them to make the best possible progress. Sometimes, the childminder does not use what she knows about children to target her teaching more precisely on what she wants them to learn next.
- The childminder centres activities and experiences around children's interests. For example, following children's interests in farmyard animals, the childminder provides factual books for children to learn more about chickens. They visit a coop and help to collect the eggs. This helps to motivate children, who are eager and active learners.
- Children speak fluently and confidently. They share their ideas and tell visitors all about what they like to do in nursery. The childminder supports their language development well. For example, she uses rich language during activities to help children to extend their vocabulary.
- Occasionally, the childminder is too quick to help children, or gives them instructions rather than encouraging them to think for themselves. For example, while making dough, she does not encourage children to think of ways to make the dough more or less sticky.

- The childminder is committed to inclusive practice. She teaches children about the values, beliefs and lifestyles of others in the community in an age-appropriate way. Children visit a café to spend time with people with disabilities. They show understanding and compassion for people who have needs and values that are different to their own.
- Parents talk about the 'wonderful adventures', which their children have with the childminder. They appreciate the information that they receive about their child's development and say they trust the childminder implicitly. Parents are very reassured by the bonds their children form with her and highly recommend her services to others.
- The childminder listens to children and takes account of their ideas. For example, she involves them in planning activities and in making 'house rules' for their behaviour. This helps children to feel valued and important. Children share their views with confidence and show high levels of self-esteem.
- Children benefit from plenty of fresh air and exercise. The childminder provides a range of healthy food options, which helps children to develop an awareness of good nutrition. Children understand hygiene routines, such as washing their hands, that further help to promote their good health.
- The childminder works closely with another childminder. They share their knowledge from professional development and ideas for activities to help strengthen their teaching. The childminder reviews children's achievements and evaluates her practice. For example, she planned more activities to help children manage at mealtimes, when she noticed that some children needed more support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding legislation and procedures up to date, for example, through regular training. She is aware of the signs and symptoms that can indicate a child is at risk from harm or abuse. This includes potential risks from the extreme views and behaviours of others. The childminder has clear procedures to record any concerns about a child's welfare and to report them swiftly and appropriately. She has measures in her home to keep children safe. For example, the childminder ensures that the premises are secure, so that children cannot leave unsupervised and unwanted visitors cannot gain entry.

What does the setting need to do to improve?

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

- focus teaching even more precisely on what children need to learn next
- support children more consistently to think and solve problems during their play.

Setting details

Unique reference number	EY457918
Local authority	North Tyneside
Inspection number	10229650
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 October 2016

Information about this early years setting

The childminder registered in 2013 and lives in Shiremoor, Tyne and Wear. She holds an appropriate early years qualification at level 4. The childminder operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation.
- The childminder showed the inspector around her home. She talked about the curriculum and the way the setting is organised.
- The inspector observed the childminder's teaching and assessed the impact on children's learning.
- The childminder talked about leadership and management matters. She provided a range of documents for inspection, including evidence of the suitability checks carried out on adults living at the address.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.

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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