

Childminder report

Inspection date: 1 November 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 benefit from the childminder's kind and caring nature. Toddlers settle quickly in this engaging and carefully thought-out environment. Children enjoy exploring the good range of activities that are planned carefully to help them to learn and develop well. They respond well to the childminder's supportive attention. Toddlers happily include her in their play. For example, they complete puzzles together and giggle with excitement as they name the animals when they are completed. The childminder supports children's learning by repeating the key words and suggests that they look for other animals in books and games.

Children develop good concentration skills. For instance, toddlers control their finger muscles as they try to thread beads and bobbins onto string. The childminder asks questions to help them to think whether they need a 'short' or 'long' piece. Toddlers learn new vocabulary, such as 'disappear'. They persevere and enjoy a sense of pride when they succeed.

Children access a wide range of learning opportunities through daily outings into the local area and community. They regularly visit local parks and community facilities. Children are able to interact with other children and develop an understanding of the wider world. The childminder takes children to parks to further develop their large-muscle skills, such as climbing.

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

- The childminder has developed a curriculum that focuses on the individual needs of each child. She plans activities which are based on children's interests and what she knows they enjoy. This leads to children being engaged and motivated learners who are keen to participate in activities. The childminder sequences children's learning well. She repeats key information to ensure that children's knowledge is embedded. The childminder uses her assessments of children's development to inform her curriculum and planning.
- The childminder regularly praises children, which helps to build their confidence and self-esteem. She supports children to become independent. For example, the childminder helps children to learn how to cut their own fruit for snack and access their own drinks. She gives children opportunities to do things by themselves, such as washing their hands before mealtimes. This helps children to develop good self-care skills.
- Parents report that their children are always happy to attend the childminder's house. They are happy with the care that their children receive and feel that they have 'come on in leaps and bounds'. The childminder gets to know the children's families and builds positive working relationships with them.
- The childminder provides numerous opportunities for children to develop good

speech and language skills. She narrates their play and reinforces speech sounds with clear and correct repetition. The childminder encourages children to express their choices and join in conversations as they play. Children learn to listen and quickly become confident communicators. However, at times, the childminder does not consistently give children enough time to think and respond to questions.

- The childminder uses spontaneous and planned activities with ease to support children's learning of mathematical concepts. She understands how young children learn. For example, children have opportunities to repeat and remember their previous learning. They use visual resources to count, match and explore colour, shape and size. The childminder provides toy ducks to move as children count and enjoy the song 'Five Little Ducks'.
- The childminder supports children to develop their resilience skills. Children concentrate well. They keep on trying until they are able to solve problems. For example, children find ways to thread various items on the string. Children are very proud of their efforts. The childminder encourages children to observe the colour pattern which they make, and she makes connections to shapes. Children learn skills for their future learning.
- The childminder ensures that all checks are in place for everyone in her home. She reflects on her practice and identifies areas for development. She completes all statutory training and some online webinars. However, she has not yet implemented a carefully targeted programme of professional development to further raise the quality of education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and her role in keeping children safe. She keeps her knowledge up to date through regular safeguarding training. The childminder uses secure electronic communication to keep children's information confidential. She teaches children how to use the internet safely. The childminder is vigilant to any signs that could indicate that a child is at risk of harm. She understands the procedures to follow to report any child protection concerns. The childminder provides a safe environment for children at home and on outings, where she teaches them about road safety.

What does the setting need to do to improve?

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

- provide children with enough time to connect their ideas and think about how to respond to a question
- build on professional development to help raise the standards of education to the highest level.

Setting details

Unique reference number	EY388064
Local authority	South Tyneside
Inspection number	10235278
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	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 March 2017

Information about this early years setting

The childminder registered in 2009 and lives in South Shields. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's curriculum.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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