

Childminder report

Inspection date: 16 December 2022

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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 this dedicated childminder. Children develop good relationships with each other. For example, they play alongside each other as they build towers or play with the train track. Children are clearly very happy in the childminder's care. This is evident as two-year-old children climb onto her knee for cuddles. Parents comment that their children are safe and well cared for. They say their children love going to the childminder's.

Children learn how to keep themselves safe. For example, they learn how to use a knife to cut fruit. Two-year-old children learn how to hold the knife safely. They learn how to hold it with the blade down to cut. Children concentrate well in their learning. They persevere as they attempt to use tweezers to pick up objects. Through trial and error, older children realise it is easier to hold the tweezers at the bottom. The childminder has high expectations for children's learning and seizes opportunities to reinforce counting. She teaches younger children how to count with numbers in order. Older children count objects accurately to beyond 10.

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

- The childminder generally helps children to understand how they can keep themselves healthy. For example, she provides healthy choices at snack time and talks to them about healthy foods. She gives clear messages on dental hygiene, including brushing teeth twice a day. However, there are a small number of occasions when the childminder does not help children to manage their own personal hygiene. For example, the childminder blows children's noses for them and does not consistently reinforce the importance of hand washing after blowing their noses.
- Children thoroughly enjoy their learning. For example, they love listening to books being read. They choose books for the childminder and begin to join in with the content of repeated books. They laugh in anticipation of what will happen next. This helps children develop good attitudes to learning.
- The childminder supports children's learning effectively. For example, she plays alongside children and reinforces skills, such as counting or talking about colours. She reinforces concepts such as big and small. However, there are a small number of occasions when the childminder allows more confident children to lead the play and learning. This reduces opportunities for quieter children to express their thoughts and ideas.
- Children behave well. For example, they know that they must share their toys with each other. For example, three-year-old children ask their friends if they can use the toys they are playing with. They patiently wait for a turn and remember to say 'please' and 'thank you'.
- The childminder does not consistently think about the order in which children

develop their early writing skills. Sometimes she introduces activities, such as tracing letters, before they have the necessary skills for this. When this happens, children lose interest in the activity.

- The childminder has a good relationship with parents. She gathers detailed information from parents when children first start. They talk to each other about where children are in their learning, when children are collected. They talk about how they can work together to support children's learning. For example, the childminder shares resources to help children recognise colours. She works with parents to develop a consistent approach to helping children to learn to share and take turns.
- The childminder has a good relationship with local schools. The childminder finds out about events that are happening in school. She talks to teachers about children's learning and development when they first start in school or nursery. They share information about what children are doing and where children are in their learning. This helps to establish a more consistent approach to supporting children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. Her home is safe and well maintained. For example, her doors are locked to prevent unauthorised people entering. She supervises children carefully to ensure that they are safe. She teaches children about how they can keep themselves safe online and gives information to parents too. The childminder has a good understanding of the signs that may suggest a child has been subjected to abuse. She attends a range of training to keep her knowledge and skills up to date. She has a strong understanding of the local authority procedures.

What does the setting need to do to improve?

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

- provide opportunities for children to manage their personal hygiene
- ensure that quieter children have the opportunity to express their thoughts and ideas
- consider more carefully the order in which children develop skills in preparation for their early writing.

Setting details

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| Unique reference number | EY407931 |
| Local authority | Sunderland |
| Inspection number | 10262936 |
| 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 7 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 10 April 2017 |

Information about this early years setting

The childminder registered in 2010 and lives in Sunderland. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 provider and taken that into account in their evaluation of the provider.
- The childminder showed the inspector around her home and explained how she organises her curriculum.
- The inspector observed children playing and learning.
- The childminder evaluated an activity with the inspector.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, including those relating to her suitability.
- The inspector talked to the childminder and children 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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