

Childminder report

Inspection date: 12 January 2023

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 very much enjoy their time in this homely setting. They are engaged in their play in a dedicated playroom. Children choose what they would like to play with and keenly take part in activities. They have secure attachments with the childminder and her assistant. New children settle very quickly. Babies cuddle into the childminder when they are tired and happily fall asleep. The childminder wants all children to make the progress of which they are capable. She helps older children to be ready for school. Children learn to do things for themselves. They independently hang up their coats on low-level pegs. Older children self-register their attendance, recognising their name.

Children have lots of opportunities to explore and investigate. Babies enjoy sensory play with food and make marks in rice with breadsticks. They reach and grasp toys, which helps to develop their coordination. Older children use glue and creative materials to create pictures. They make marks with chalk on easels outdoors. All children show pride in their achievements. Children behave well. They listen to the childminder's instructions. For example, children tidy up, knowing where resources are kept. Older children are kind to the younger ones, chatting to them and involving them in their play. Children share, take turns and learn how to keep themselves safe. For instance, they understand not to go in the kitchen area.

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

- The childminder observes children to find out what they need to learn next. She adapts activities to take account of individual children's ages and stages of development. Children make good progress in their learning.
- The childminder recognises when there are gaps in children's development. She works with a range of other professionals, such as Portage workers, health visitors and physiotherapists. This helps the childminder to put strategies in place to help children to catch up in their learning.
- The childminder works well with parents. She collects information when children first start to help them to settle. The childminder keeps parents updated about their children's development, such as through daily discussions and photos.
- Parents are very positive about the care and education their children receive. They comment that their children look forward to attending. Parents report that the childminder helps them to extend their child's development at home, such as around toileting and weaning.
- Children have daily opportunities to play outdoors in the fresh air each day. They enjoy healthy and nutritious meals. The childminder teaches children to follow good hygiene routines. For instance, children wash their hands regularly and use individual paper towels to minimise the risk of cross-infection.
- Overall, the childminder and her assistant place an emphasis on developing

children's communication and language skills. They comment on what children are doing, extend their vocabularies and ask effective questions. Children engage in lively conversations, talking freely about things that interest them.

- Children have lots of opportunities to sing songs and look at books. However, at times, the childminder leaves the television playing in the background. This sometimes affects children's ability to listen carefully and concentrate on what they are doing.
- The childminder and her assistant give children plenty of opportunities to develop their physical skills. Children run in the garden and learn to propel themselves on ride-on toys. Babies have plenty of space to move and crawl. The childminder makes sure that non-mobile babies have different positions during the day, such as on their tummies and standing.
- Children are willing to try new activities. They concentrate well and use their imaginations. For example, when playing with jelly in a large tray outdoors, children persevere to find hidden objects, commenting proudly that they have found the 'pirate's treasure'.
- The childminder monitors and supervises the work of her assistant well. She makes sure that they keep their knowledge of statutory requirements up to date, such as first aid and safeguarding. However, the childminder has not focused her own or her assistant's professional development to extend the quality of education to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently recognise how to identify children who may be at risk of harm. She understands the action to take if she has a concern about a child in their care. The childminder makes sure that her assistant keeps her knowledge of safeguarding up to date. They understand about a range of safeguarding issues, such as county lines and the 'Prevent' duty. The childminder checks the premises each day to make sure that there are no risks to children. She thinks about how she can keep children safe on her outings, such as children wear high-visibility jackets.

What does the setting need to do to improve?

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

- make sure that children are able to listen carefully and concentrate during activities, such as by reducing background noise
- focus professional development opportunities to extend the quality of education to an even higher level.

Setting details

Unique reference number	EY462726
Local authority	South Tyneside
Inspection number	10229665
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in South Shields, Tyne and Wear. She operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children. The childminder and her assistant hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector
Melanie Vincent

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 her evaluation of the childminder.
- 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 during activities and assessed the impact on children's development. The childminder and inspector reflected together on children's learning during their play.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection. Parents shared their written views 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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