

Childminder report

Inspection date: 9 February 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

Young children eagerly enter the childminder's home at the start of their session. They quickly settle to explore the readily accessible and attractively presented resources. For example, young children put glove puppets on their hands and make babbling sounds as they push these through the red curtain of the toy theatre. The childminder sits on the floor next to children as they build towers with colourful wooden blocks. Children are keen to have a go and keep trying until they balance one brick on another. This helps them to develop their fine motor skills. They show great pride in their achievements and enjoy plenty of praise and encouragement from the childminder.

The childminder is a positive role model, saying please and thank you frequently. She is kind and respectful, so that children learn to help one another. They reach out for each other's hands when preparing to go outdoors to play. Young children play well alongside each other, learning to take turns and share. The childminder gives gentle reminders about her expectations when needed. Children show that they can follow simple rules and instructions appropriate to their age. One example of this is that children know to stay downstairs, even when the stairgate is open. Children behave very well.

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

- The childminder knows the children in her care very well. Overall, she adapts routines and activities well, to match their needs and interests. The childminder identifies any gaps in their learning from the start and addresses these swiftly. All children make good progress from their starting points.
- Toddlers happily choose books to share with the childminder or look at themselves. They enjoy turning the pages and feeling the textures of the pictures. Young children join in with actions for rhymes and dance to tunes. This helps the development of their early literacy skills.
- The childminder provides an ongoing commentary for children's play. She supports young children to become effective communicators. They gesture and make noises to indicate their preferences. However, sometimes, the childminder misses opportunities to reinforce children's learning of individual words, such as by repeating these very clearly.
- Parents say that the childminder provides a home-from-home environment, where children thrive and are secure. They particularly value how the childminder tailors settling-in visits for individual family needs. Parents feel very well informed about children's progress and experiences. As a result, they are able to continue children's learning at home.
- The childminder constantly reflects on her provision. She makes changes to promote learning opportunities. For example, she removes and adds resources

to meet children's needs and interests. The childminder exchanges ideas with colleagues and completes online training to update her skills and knowledge.

- Children benefit from fresh air and exercise in the garden or park every day. They enjoy home-made meals, such as vegetable broth. Children help themselves to water to drink. They follow good hygiene procedures and find out about oral health. For instance, they pretend to clean a 'monster's' teeth.
- The childminder plans her curriculum to ensure that children learn to be independent in self-care from the start. For instance, children help to put on their coats and shoes. Young children practise using spoons at mealtimes. They cooperate well with routines, such as changing nappies. The childminder sings a 'tidying' song to encourage children to help clear away toys. She praises their good efforts, which helps to motivate them.
- Children willingly approach the childminder for reassurance and comfort, such as when they are tired. The childminder gives plenty of hugs and kind words. Children show that they feel safe and secure in her home and have good levels of confidence.
- The childminder provides a wealth of opportunities for children to investigate the world around them. Children socialise at playgroups and learn about similarities and differences between themselves and others. They have adventures at the beach and visit local places of interest.
- Children who prefer to learn outside have many opportunities to do so. The childminder provides activities across the curriculum, indoors and out. Young children explore and investigate natural materials using all of their senses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder describes the signs of possible abuse and neglect. She updates her training in safeguarding regularly. The childminder understands what to do should she have a concern about a child's welfare. She knows the details to make contact with local agencies. The childminder is aware of a range of possible issues that affect children's safety, including extremism and county lines. Children learn about keeping themselves safe from harm. For example, they know which areas of the garden they can play in. The childminder supervises children closely at all times. She makes ongoing checks to ensure a safe environment for children's play.

What does the setting need to do to improve?

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

- focus teaching precisely to support young children's communication and language skills even further.

Setting details

Unique reference number	EY400841
Local authority	South Tyneside
Inspection number	10265389
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 June 2017

Information about this early years setting

The childminder registered in 2009 and lives in Hebburn in South Tyneside. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Cathryn Clarricoates

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims for their early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of those living and working at the premises.

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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