

Childminder report

Inspection date: 13 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The ambitious and dedicated childminder provides a highly inclusive environment where the uniqueness of every child is valued and celebrated. She is deeply committed to providing the very best care and education for all children. Children thrive in her care. The childminder places high priority on their well-being and sense of security. Children rapidly feel at ease and develop confidence in her care.

The nature-based, child-led curriculum is meticulously planned to meet the individual needs of every child. The childminder's consistently high expectations of all children contribute to the remarkable progress they make in their learning. Children with special educational needs and/or disabilities (SEND) are extremely well supported to reach their full potential. Excellent regard is given to children's physical development. They develop control and coordination while negotiating ramps and steps in the purposefully planned outdoor play area. They develop their muscle strength by, for example, painting on a large scale.

Children are highly motivated. They are consistently engaged in meaningful learning, which the childminder supports skilfully. At story time, younger children listen intently and experiment with new words they learn from the book. Older children develop excellent early literacy skills, learning about the structure of books and becoming increasingly familiar with written language.

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

- The childminder supports children extremely well to learn about the world around them. They are captivated by nature, showing a keen interest in how to identify different birds in the garden. They show a great understanding of life cycles, such as how to grow plants from seed. They learn responsibility and compassion for living things when helping to care for a pet rabbit.
- The pace of activities significantly enhances children's learning opportunities. Children have plenty of time to experiment, practise and repeat new skills, which helps to deepen their learning. The childminder gives them plenty of uninterrupted time to explore independently. Children who enjoy sensory play relish the freedom they have to immerse themselves in paint and splash in water.
- The childminder's interactions are carefully timed and consistently skilful, supporting children to persevere and develop their ideas further. She asks thoughtful questions and gives children plenty of time to respond. Children share their ideas, using their imaginations to work out how to 'cook' the cakes they make with sand.
- Strategies to support children's communication and language development are remarkably effective. Non-verbal children benefit from consistent visual and

sensory cues that help them to understand and communicate their needs. Older, more articulate children are exposed to a wealth of language, which helps them to build up an extensive vocabulary.

- Partnership working is highly effective. The childminder gains a deep understanding of children's needs, particularly children with SEND. She builds inspiring relationships with their families and other professionals. This results in a shared approach to children's care and learning that is sharply focused, enabling children to flourish. Parents say they are 'blown away' by how quickly the childminder has had such a positive impact on children's development and confidence.
- The childminder provides excellent coaching for her assistant. They are both committed to building on their expert knowledge. The childminder actively seeks out professional development opportunities that are closely aligned to improving children's outcomes. This has led to even more precise assessments of children's capabilities. She has recently begun a project to share her expertise with other settings.
- Children learn about the similarities and differences between themselves and others from an early age. They recognise what makes them special and show immense pride in their own achievements. Children develop understanding and remarkable compassion for others. For example, they move their play closer to children with SEND to help them to join them in their activities.
- The childminder is acutely aware of what can impact on how children feel and behave. Her highly supportive approach and sensitivity to children's experiences puts children at ease and lessens their frustrations. Gentle interventions help children to consider the needs of others. For example, they quickly reconsider taking tools from their friends, finding more to share instead. Children learn right from wrong and begin to regulate their own emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has extensive knowledge of a wide range of potential risks to children's welfare, including the dangers posed by extreme views and behaviours. Her close relationships with children and their families place her well to identify any changes in children's circumstances or behaviour that may be a cause for concern. The childminder knows how to report concerns about a child's welfare and would not hesitate in doing so. This helps to ensure that any necessary support for children is sought quickly to protect them from potential or further harm. Stringent checks on the play environment help to ensure children's safety in the setting.

Setting details

Unique reference number	EY471976
Local authority	North Tyneside
Inspection number	10264145
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	12
Number of children on roll	13
Date of previous inspection	6 June 2017

Information about this early years setting

The childminder registered in 2014 and lives in Longbenton, North Tyneside. The childminder works with an assistant, who is also her daughter. She operates all year round, from 7am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 6. She provides funded early 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 received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider 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 and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder discussed leadership and management matters with the inspector. She provided a sample of key documentation that supports her practice.
- The inspector spoke to the childminder, her assistant and to children at appropriate times during the inspection.
- A number of parents spoke with the inspector. She took account of their views, along with written feedback provided by others.

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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