

# Childminder report

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Inspection date: 22 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 spend much of their time on outings and activities in the local area. The childminder is careful to ensure that this forms part of her curriculum, keeping clear aims for children's learning at the centre of her plans. For example, children develop physical strength and coordination during sessions at a soft-play centre. They develop their imaginative skills on visits to pretend-play facilities, and learn about the natural world during time spent at the beach and in the woods. The childminder's accurate assessments contribute to her excellent awareness of children's current knowledge and abilities. She tailors her teaching to meet their needs, helping all children to make good progress in their learning.

The childminder's gentle approach reassures children and helps them to feel safe and secure. She learns about children's routines and preferences, which helps them to settle quickly into her care. Children arrive and quickly find their favourite toys. Toddlers enjoy pushing different vehicles around the room. Older children persevere in their learning. For example, they keep trying when building a castle, until they successfully manage to attach the bridge correctly. They show great pride when they achieve their aims, which the childminder supports well with plenty of encouragement and praise.

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

- The childminder takes account of children's interests, which motivates them to become involved in purposeful play. Her skilful interactions help children to learn and remember more. For example, children who enjoy building with bricks develop an understanding of size and numbers during play. Younger children who like animals enjoy playing with farm buildings and figures. They learn the names of animals and the sounds they make.
- Children confidently choose from the appealing range of activities in the childminder's home. They show a positive approach to learning and concentrate well at activities of their choice. Children happily chatter to themselves during play, talking about the tea they make with kitchen play equipment. They independently access paper and pens, freely making marks, which supports their early writing skills.
- The childminder talks to children during play, which helps them to learn new words. Overall, children make good progress in their communication and language development. However, there is scope for the childminder to develop even more precise ways to help children to achieve the very best they can in this area of learning.
- Children behave well. The childminder takes account of their level of understanding and individual sensitivities, when supporting them to manage their feelings and frustrations. She expertly helps children to resolve minor

conflicts, and they begin to learn how their actions have an effect on others. They develop concern and consideration for others.

- The childminder is clearly committed to her role and very much enjoys it. Parents say it is 'clear she does the job from the heart'. She reviews her provision to identify ways to build further on children's experiences. This contributes to her excellent capacity for continuous improvement in her setting.
- Partnerships with parents are highly effective. From the outset, the childminder shares detailed information with them about children's abilities and progress. This helps to provide a shared and consistent approach to supporting children's ongoing learning. However, some partnerships with other professionals involved in children's learning are not as securely embedded.
- The childminder helps children to be proud of who they are, and to learn about diversity in the local community and the wider world. For example, they learn about the costumes and customs of different religions and cultures during visits to museums. They explore foods that originate from other countries when shopping at specialist stores in the local area.
- Children learn about the importance of healthy lifestyles. They follow well-established hygiene routines, which helps to stop the spread of infection. For example, they know to wash their hands at key times, such as before eating. They benefit from plenty of fresh air and exercise, that contributes to their good physical health.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows about the risks that children may be exposed to in her setting, at home and in the wider community. She has secure knowledge of signs which indicate that children could be suffering from harm or abuse. Her clear procedures help to ensure that any concerns about a child's welfare are responded to appropriately and without delay. She understands how to report allegations made against herself or a household member. Children develop an understanding of how to keep themselves and others safe. The childminder teaches them to be careful, for example by using toys safely in case they hurt their friends.

## What does the setting need to do to improve?

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

- develop an even stronger understanding of precise ways to support children's developing communication skills
- share more detailed information with other professionals involved in children's learning to provide an even more consistent approach to their care and learning.

## Setting details

<b>Unique reference number</b>	309951
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10264802
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	27 June 2017

## Information about this early years setting

The childminder registered in 1995 and lives in Whitley Bay, Tyne and Wear. She holds a childcare qualification at level 3. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder 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 setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims for her early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided a range of key documents to support discussions held during the inspection.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.
- The inspector viewed the provision and discussed the safety and suitability of 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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