

# Childminder report

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Inspection date: 1 March 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 are very settled in the care of the warm and caring childminder. They explore a range of interesting and challenging activities and resources in a dedicated playroom. Children show their contentment as they play. For example, they happily sing to themselves during activities. Children benefit from the childminder's full attention. They develop lovely attachments with her. Children spontaneously climb onto the childminder's knee to cuddle in and chat to her about their experiences.

The childminder offers children lots of opportunities to learn about the world around them. Children visit museums, country parks and explore their local environment. The childminder takes children to different groups each morning. This helps to give children the opportunity to develop their social skills and play with a larger group of children. Children have plenty of opportunities to develop their physical skills. For example, the childminder takes children to the park, soft-play centres and outside in her garden.

Children learn how to keep themselves safe. For instance, they help to sweep up rice from the floor when they have finished playing with it. Children understand that this will prevent them from slipping. Older children demonstrate good hygiene practices. They confidently get a tissue to wipe their noses and dispose of it in the bin.

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

- The childminder knows what she wants children to learn. She aims for all children to develop the skills which they need to be ready for school. The childminder plans activities which take account of what individual children need to learn next. Children make good progress.
- The childminder works very well in partnership with parents. She shares regular information about children's learning and development through daily conversations, photos and progress reports. The childminder gives parents ideas to support their children at home, such as with potty training.
- Parents are very positive about the service which the childminder offers. They comment that the childminder puts their children at the heart of everything she does. Parents appreciate the childminder's support in meeting their children's medical needs or allergies. They say that their children love attending this setting and spending time with the childminder.
- Children have good attitudes to their learning. They persevere to work out how to fit jigsaw pieces together. Children concentrate and try hard when they pour rice between different containers. They are motivated and engaged in their learning.

- The childminder supports children to learn how to play and interact with other children. She praises children, who show high levels of self-esteem. For example, children are proud of their pictures, commenting that they are taking them home to show their parents. Children take turns when they play, such as rolling a ball back and forwards to each other.
- The childminder supports children's communication very well. She constantly engages children in conversations and extends their vocabularies. Children learn to use words, such as 'big', 'long' and 'short' when describing animals.
- Children learn about being healthy. They have daily opportunities to play outdoors in the fresh air. The childminder offers children healthy, home-cooked food and makes sure that they can always access their water bottles to stay hydrated.
- Children take part in many activities to develop their early literacy skills. They sit in cosy areas looking at their favourite books. Children manipulate play dough, practise using scissors and make marks. This helps to develop the skills which they need for later writing.
- The childminder offers an extremely inclusive setting, which meets the needs of all children. She supports children with special educational needs and/or disabilities by implementing individual strategies. For example, the childminder uses signs and visual prompts to help children to communicate.
- The childminder works closely with the local school and other professionals, such as speech and language therapists. She shares information about children's learning. This helps to provide continuity in children's learning.
- The childminder makes sure that she keeps her own and her assistants' statutory training up to date, such as safeguarding and first-aid training. However, she has not focused her professional development to extend the quality of education to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do and who to contact if she is a concern about a child's welfare. She recognises the signs and symptoms that would indicate that a child is at risk of abuse. The childminder understands about the risks to children from radicalisation and extreme views. Children are cared for in a safe and secure environment. The childminder teaches children to learn how to keep themselves safe. For example, they learn not to walk around with scissors or climb indoors.

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

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

- focus professional development opportunities to raise the quality of education to a higher level.

## Setting details

<b>Unique reference number</b>	312487
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10276417
<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 15
<b>Total number of places</b>	18
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	14 July 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Whitburn, South Tyneside. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to work with three assistants, who she works with on occasions. She holds a relevant childcare qualification 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.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning during activities with the inspector.
- The inspector spoke to the childminder 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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