

Childminder report

Inspection date: 7 March 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 have fun and enjoy the time that they spend with the kind and caring childminder. The childminder creates a warm home-from-home environment for children, who demonstrate that they feel safe and secure. Children independently access a range of interesting resources and equipment. They select cars and fire engines and enjoy role-play activities, such as dressing up as firefighters. Children excitedly use spray bottles to put out the 'foam' fire. Older children confidently write and match numbers up to five. Younger children enjoy counting with support from the childminder.

Children enjoy playing with dough, developing their small-muscle skills as they roll, knead and shape the dough with their hands. Older children press foam numbers into the dough and enjoy looking at the patterns they make with tools. Younger children concentrate as they attempt to roll the dough using a serrated rolling pin. They confidently identify their coloured dough as 'magenta'. Children's behaviour is good. When children struggle to share, the childminder acts swiftly and gently reminds them about the importance of sharing with friends. This helps children to understand the expectations for their behaviour. The childminder praises children for their efforts and achievements. This helps to raise their self-esteem and confidence.

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

- Children's physical development is good. Children go out daily, where they access soft-play centres, local parks and beaches. Children have many opportunities to practise their small-muscle skills. For example, they make marks in foam and with crayons. Children build with small construction blocks and turn the pages of books. This helps to develop the skills which they need for early writing.
- Children's language development is well supported. The childminder provides a language-rich environment. Children enjoy reading books and listening to stories with the childminder. She asks age-appropriate questions and encourages children to predict what is going to happen next. The childminder narrates as children play, introducing words such as 'crinkle' and 'rumbling'. This helps to develop children's speaking and listening skills.
- Children's behaviour is positive. The childminder is a good role model and explains the rules and boundaries of her setting. For example, she reminds children to use 'walking feet' indoors. The childminder supports children to begin to understand how their behaviour impacts on others.
- Children access a wide range of learning opportunities through outings into the local area. They meet with other childminders and their children to help develop their confidence and social skills. They visit local parks, shops and the library to

increase their understanding of the local community. However, the childminder does not consistently enhance this further to extend children's knowledge of people and communities beyond their immediate experience.

- Partnership with parents is very strong. The childminder knows children and their families very well. Parents are happy with the regular updates and feel involved in their children's learning. They make positive comments about the childminder. Parents say that the communication from the childminder is 'excellent' and that the childminder is 'kind, patient and fantastic'.
- The childminder encourages children to become increasingly independent. For example, she encourages children to take off their coats and shoes. Children learn how to wash their hands after using the toilet and before eating. Furthermore, children independently tidy away resources before they access anymore equipment. This helps to develop children's independence skills.
- The childminder completes mandatory training, such as paediatric first aid and safeguarding, to help to keep children safe. She carries out some research, through reading and online forums. However, the childminder is aware that she has not yet identified training to support her professional development needs to help to enhance her practice even further.
- The childminder provides a broad curriculum to teach children a good range of skills and knowledge. She observes and accurately assesses what children know and can do. She uses children's interests to plan learning experiences that excite children and motivate them to take part. As a result, children make good progress from their starting points in development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She has a thorough knowledge of how to identify signs that a child might be at risk of abuse. The childminder understands the procedures to follow to report any concerns. She attends regular training to keep her safeguarding knowledge up to date. The childminder understands the procedures to follow if an allegation is made against a family member. Furthermore, she understands the signs that might indicate a child is subject to radical or extreme views. The childminder carries out regular risk assessments, inside and outside of the home. This helps to keep children safe.

What does the setting need to do to improve?

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

- support children to develop a greater understanding of different families, communities and traditions beyond their own
- identify further training to raise the quality of education to an even higher level.

Setting details

Unique reference number	EY384067
Local authority	Sunderland
Inspection number	10276394
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	0 to 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	13 July 2017

Information about this early years setting

The childminder registered in 2008 and lives in Sunderland. She operates from 7.30am until 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She receives funding to provide early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims for the curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector evaluated an activity together.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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