

# Childminder report

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Inspection date: 30 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are very happy and settled in the childminder's care. They have a strong bond with the childminder and go to her for cuddles. Children also develop friendships with their peers who attend. They develop friendships with a wider group of children when attending a social group on a regular basis. This helps to promote their social skills and experiences. Children show a lot of care and consideration for their peers. For example, when children fall over, other children immediately offer them a cuddle, comfort them and hold their hands.

The childminder has high expectations for children's learning and behaviour. As a result, children have a positive attitude towards their learning and join in enthusiastically. They are also well behaved. Children are calmly and sensitively reminded about expectations for behaviour, such as sharing and taking turns with their peers. Children's independence is well promoted throughout the daily routine. For example, they wash their hands and are encouraged to put on and fasten their own shoes and coats. The childminder works hard to prepare children for nursery and school. She is also very skilled at distracting children and encouraging them to get ready for a school run.

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

- Children talk about what they like to do at the setting, such as 'playing with their friends' and with 'the dolls and building bricks'. Children show a lot of interest in books. They thoroughly enjoy the childminder reading stories to them. Children participate very well in story time. They concentrate for extended periods of time. Children remember and anticipate what happens next in a story. This promotes their thinking, recall and communication skills.
- Children's language skills are well supported by the childminder. They enjoy repeating descriptive words, such as 'bumpy', 'fluffy', 'shiny' and 'sparkly'. Children match colours they see on pages and also count items in the books. This helps to promote their early mathematical skills.
- Children's develop their knowledge and understanding of the world. For example, when talking about a caterpillar egg, children make comparisons as they know that birds also lay eggs. Children talk about their own experiences, including different foods they like to eat. They also compare the weather in the books with the weather outside and discuss that they wear their boots in the rain and put the apron on the buggy. Children enjoy lots of outings which help them learn about their local and wider community. They also have opportunities for extending their learning experiences. For example, the childminder incorporates story books into role-play and craft activities.
- Children have regular opportunities for outdoor play. They also regularly visit an indoor soft-play area to promote their large-muscle skills. They also participate

in dancing and action rhymes when indoors. Children have the freedom to choose where they want to play and the childminder follows their lead. For example, there are different resources available for them in the lounge, dining room and a craft activity in the kitchen. This helps to promote children's confidence and interests.

- Partnerships with parents and other settings are good. The childminder takes account of the views of children, parents and a local school. She does this by providing questionnaires, which include very positive comments. Parents are very happy with the care and learning which their children receive and comment on the childminder's professionalism. They also state that the childminder provides a 'home-from-home environment' with lots of lovely activities and that their children love to attend.
- Parents provide a healthy packed lunch, and lunchtime is observed to be an enjoyable and sociable occasion. Children are given the time they need to eat their food. They also discuss healthy foods and read labels on packaging, which promotes their early literacy skills.
- The childminder and her assistant have a positive attitude towards professional development. The childminder has completed lots of training courses since the last inspection. These include oral health, creating a curriculum, developing self-esteem in young children and understanding autism.
- Children make good progress in their development. They enjoy a wide range of experiences to cover all areas of learning. However, some activities for the younger children are too advanced for their understanding, such as when involved in certain activities around Chinese New Year and Easter.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge and understanding of safeguarding issues, including the 'Prevent' duty. She ensures that her assistant, who works with her occasionally, has also completed child protection training and maintains a paediatric first-aid qualification. The childminder is fully aware of appropriate procedures to follow should there be any concerns about a child's welfare. The premises and garden are safe and secure. Children are kept safe when on outings and learn to keep themselves safe, such as when taught about road safety and when involved in fire drills.

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

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

- ensure that all activities for the younger children are well planned and that the intended learning outcomes are relevant to their ability and understanding.

## Setting details

<b>Unique reference number</b>	305491
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10282659
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	7 December 2017

## Information about this early years setting

The childminder registered in 1997 and lives in Sunderland. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a foundation degree and a BA Hons degree relevant to childcare and education. She currently provides funded early education for three-year-old children. The childminder works with an assistant when needed.

## Information about this inspection

**Inspector**  
Elaine McDonnell

## 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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided indoors and on a walk, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a craft activity with the childminder.
- The inspector took account of written comments provided by children, parents and a local school.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of an assistant, who works at the setting on occasion.

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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