

Childminder report

Inspection date: 11 May 2023

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children show how happy and content they feel in the childminder's welcoming home. From the moment they arrive they display confidence in completing tasks, such as taking off their shoes in the porch area. Children extend their skills as they prepare to play outdoors in the garden. The childminder helps them to put on their all-weather suits and footwear, and children proudly show the inspector the dinosaur pictures on their wellington boots.

The childminder plans an effective curriculum, overall. She has high expectations and helps children to develop key skills, including independence, communication and developing relationships with others. The impact of the curriculum on children's learning is clear. Children begin to use single words to describe objects they are playing with, and take turns with equipment as they play together with water.

Children show confidence in exploring the childminder's garden and demonstrate risk-taking skills as they carefully move up and down the steps. The childminder helps children to be aware of boundaries as they play. For example, children know the areas of the garden that are only accessed by the childminder's pet dog. Children behave appropriately for their age and manage their feelings well.

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

- Children clearly have a lot of fun and thoroughly enjoy the time they spend with the childminder. They happily play alongside each other, exploring the indoor and outdoor environments. For instance, they move toy vehicles together across the floor and enjoy time when the childminder reads stories to them.
- The childminder is highly motivated and shows great enthusiasm when supporting children's play. She plans stimulating, interesting activities which she hopes children will enjoy. However, occasionally, she tries to focus on too many skills and is not focused enough on what children need to learn next. When this happens, children lose interest in their learning and leave the play.
- Effective assessment arrangements help the childminder to identify areas where children may need additional help and support. The childminder completes a progress check when children are two years old. This information is shared with parents and health visitors to develop a joined-up approach to supporting children's learning.
- Partnerships with parents are strong. The childminder is keen to build successful relationships from the outset and keeps parents informed of all aspects of children's care and learning. Parents are delighted with the quality of service the childminder provides for their children. They provide highly complimentary feedback for the inspection, praising the childminder's 'outgoing personality' and

'eagerness for children to learn'.

- Overall, the childminder effectively implements good hygiene procedures. Children learn to wash their hands after playing outside and after having their nappy changed. There are times, however, when the childminder misses opportunities to help children develop a deeper understanding of practices, such as washing hands after she wipes children's noses.
- The childminder helps children to keep themselves safe as they play and learn in her home environment. Children begin to learn they must only sit on the stairs when they are putting on or taking off their shoes. The childminder maintains safety during mealtimes by providing fruit that is cut into small pieces, and reminding children to sit at the table while eating.
- The childminder is proactive in developing professional relationships with other settings children also attend. She is keen to share what she knows about children's learning and how she can work together to ensure continuity in their care. This is particularly effective if children require higher levels of care to support their individual needs.
- The childminder evaluates her provision well and identifies many ways she can improve the service she provides. She obtains the views of parents in order to help her progress her service further. The childminder accesses regular professional development opportunities and is keen to develop her provision to the best of her ability.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has extensive knowledge of safeguarding. She works closely with her local authority professionals to obtain the most up-to-date information and keep her policies current and relevant. The childminder knows the wide range of signs or symptoms that may suggest a child is at risk of harm. This includes being exposed to domestic violence in their home, exposure to extreme views and opinions and being drawn into child exploitation and county lines. The childminder knows who to contact should an allegation be made against her or other adults living in her home.

What does the setting need to do to improve?

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

- plan even more precisely to ensure children's next steps in learning are fully supported to extend their learning
- help children to develop a deeper understanding of good hygiene procedures.

Setting details

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| Unique reference number | 2621007 |
| Local authority | Sunderland |
| Inspection number | 10286052 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2021. She lives in Washington, Sunderland. The childminder provides childcare from Monday to Friday, all year round, from 7.45am until 5.30pm. The childminder provides free early years education for children aged three years.

Information about this inspection

Inspector

Nicola Jones

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 the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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