

Childminder report

Inspection date: 18 May 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming and nurturing environment. The childminder knows children very well. She makes sure that children's favourite resources are readily available when they arrive. This helps children to feel valued and ready for their day to begin. Children have very close relationships with the childminder and the strong bond between them is evident. The childminder recognises when babies want to go to sleep. She cuddles them in closely, and babies settle comfortably in her arms, soothed by the childminder's soft tone of voice. Babies squeal in delight during an impromptu games of peekaboo with the childminder. Their arms and legs quiver with anticipation as they wait for the childminder's face to appear from behind her hands. This shows how confident and secure the very youngest children feel in the childminder's care.

Older children experiment with plastic ducks and water. They press the ducks down into the water, giggling with delight as the ducks bounce back to the surface. Children learn if they drop the ducks onto the water, the water splashes into the air. They show fascination on their faces as they practise these movements again and again. Children behave very well. Older children show high levels of respect for babies. For example, older children willingly share their resources with babies and let babies join in with their play. When playing with water, children eagerly wipe away any water that has splashed onto the floor.

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

- The childminder knows where children are in their development and what children need to learn next, and organises activities to support this. She uses the information gathered from parents about their children's development to plan for children's learning from the very moment they begin at her home.
- The childminder is an engaging storyteller. She reads slowly using different tones of voice. The childminder gives children time to discuss the pictures in the books. She encourages children to use resources to bring the stories to life. This helps to foster children's love of books.
- Children's communication and language skills are supported very well. When the childminder talks to children, she gets down to their level and speaks slowly and clearly. The childminder brings new words into children's vocabulary. For example, she talks about the 'huge eyes' children are using to make caterpillars.
- The childminder brings mathematical language into children's play. For example, when reading, she asks if children want to use the 'large' or the 'small' storybook. Older children automatically bring numbers into play, as they count the pieces of cereal they are threading onto pipe cleaners.
- The childminder reflects on all aspects of her setting. She is motivated to

continue her own professional development to benefit all children in her care. For example, the childminder undertakes training that will enable her to fully support any child's ongoing medical or developmental needs.

- Parents are exceptionally complimentary about the care that the childminder gives to their children. The childminder shares information with parents about their child's learning and daily experiences at collection times. Parents appreciate the childminder's flexibility to her childminding hours should their working patterns suddenly change.
- The childminder regularly meets with other childminders and their children. This enables children to build relationships and develop confidence when mixing with other adults and children. The childminder uses these occasions to share information and ideas to develop her practice.
- Children are regularly taken out and about into the local area. For example, the childminder uses a nearby park where children have the space to run around and practise their developing physical skills.
- The childminder ensures that herself and children wash their hands after nappy changing. However, she does not always remind children to wash their hands before eating. This does not promote children's understanding of meeting their own self-care needs and developing good hygiene practices.
- Particularly during adult-led activities, the childminder often gives children answers to problems as they arise, rather than letting children think of the solutions themselves. For example, the childminder tells children not to add more water to a bowl that is already full, rather than asking children what might happen if they add more water.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder accesses child protection training and is aware of the correct procedure to take should there be an allegation made against herself or a member of her family. The premises are secure. The childminder carries out daily checks of the environment to ensure that they remain safe for children to use.

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 their self-care skills and understanding of hygiene further
- make better use of questioning during children's play and activities, to enable children to develop their thinking skills during activities and routines.

Setting details

Unique reference number	311702
Local authority	Gateshead
Inspection number	10285965
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 October 2017

Information about this early years setting

The childminder registered in 1997 and lives in Ryton, Tyne and Wear. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Denise Charge

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 the evaluation of the setting.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector observed activities during the inspection and assessed the impact on children's learning and development.
- The inspector spoke to the childminder and children during the inspection.
- The written views and opinions of parents were taken account of during the inspection.

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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