

Childminder report

Inspection date: 22 May 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy and have a good relationship with the childminder and her assistant. Children arrive happily, greet the childminder with enthusiasm and play outside. They laugh together as they play in the house or with the chinks. Children thoroughly enjoy playing in the water or chasing after the ball with the childminder's assistant. Parents comment that their children love attending the setting and say that the childminder provides a safe space for children to explore and have fun. The childminder teaches children how they can keep themselves safe. For example, she reminds children how to navigate the step in the garden carefully.

The childminder generally has high expectations for children's learning. For example, older children learn to hold a pencil properly and write some of the letters of their name. Parents comment on the progress their children make. Children behave well. They respond quickly when the childminder reminds them to sit down when they are eating. Through play, the childminder helps children to understand how their actions can impact on other children. For example, children learn that splashing with the sieve may hurt their friends.

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

- The childminder knows children well and thinks about how she can help children to develop their skills, such as concentration. For example, she limits the amount of resources outside to enable children to concentrate on other activities. Children concentrate well as they play in the water. They thoroughly enjoy splashing and working the water wheel.
- The childminder's curriculum focuses on helping children to develop the skills which they need over time. However, sometimes, she does not focus sufficiently on the precise skills she wants children to learn when planning activities. In some activities, the childminder identifies broad learning, such as colours, numbers and communication. When this happens, there are fewer opportunities for children to practise their skills in depth. Children sometimes become confused as the childminder moves quickly between different aspects of learning.
- The childminder generally communicates well with children. When she comments on what children are doing, toddlers copy words such as 'splash'. However, sometimes, the childminder asks children too many questions and does not give them time to answer. This sometimes reduces opportunities for younger children to develop their vocabulary and express themselves.
- The childminder provides children with a healthy diet. She gives children clear messages about foods that are good for them. The childminder reinforces good hygiene, such as handwashing before eating. Children have plenty of

opportunities to enjoy fresh air and exercise as they run in the garden.

- The childminder has a good relationship with parents. She uses a range of methods to communicate with them. Parents feel that they can contact the childminder at any time. The childminder talks to parents about what their children are doing and how they can help them at home.
- The childminder generally has a good relationship with staff at schools and other early years providers. She talks to the staff about how children have been. The childminder shares important information with staff, such as if children have been upset. However, the childminder does not find out enough information about children's learning and development to help them to make the best possible progress.
- The childminder has attended a range of training to keep her knowledge and skills up to date. Recent training on supporting children with special educational needs and/or disabilities has strengthened the childminder's understanding. The childminder has identified further training, such as supporting two-year-old children, which will enhance her practice even further.
- The childminder provides effective support to her assistants to develop their knowledge. She ensures that they have the necessary skills for their role. For example, the childminder ensures that her assistants attend relevant training, such as child protection and first aid. Her assistants attend training together with the childminder so that they can discuss how they can implement any key information in their practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are safe. Her home is clean and well maintained. The childminder makes sure that her door is locked at all times to prevent unauthorised people accessing the premises. She supervises children well, for example, as they climb the garden step. The childminder has a good understanding of the signs and symptoms that may suggest a child is suffering from abuse. She talks confidently about a range of child protection matters, such as child exploitation and the 'Prevent' duty. The childminder knows the local procedures to follow if she has a concern about a child's welfare.

What does the setting need to do to improve?

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

- focus more precisely on the skills which children need to learn next to help them make the best possible progress
- give children more time to express their thoughts and ideas
- strengthen the relationship with other providers even further and explore ways of sharing information about children's learning and development.

Setting details

Unique reference number	312461
Local authority	South Tyneside
Inspection number	10288909
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 6
Total number of places	18
Number of children on roll	5
Date of previous inspection	6 November 2017

Information about this early years setting

The childminder registered in 1999 and lives in South Shields. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

Information about this inspection

Inspector
Elizabeth Fish

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 her home and explained how she organises her setting.
- The inspector observed children playing and evaluated the impact on their learning.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including evidence of the childminder's suitability.
- The inspector spoke to parents and took account of written feedback provided.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2023