

Childminder report

Inspection date: 15 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive and show that they feel safe and secure in this 'home-from-home' setting. The childminder and her assistant establish strong bonds with children in their care. Children approach them for reassurance and cuddles when needed. They know the daily routines and willingly join in with appropriate tasks, such as tidying away toys after activities. Children cooperate well with each other during their play and are respectful and helpful. For example, when young children try to put a card on a display about colours, their older friends reach up higher and put the card on for them. Children learn to share and take turns when they play games such as these. The childminder and her assistant give gentle reminders to 'be kind to your friends'. Children understand what is expected of them and respond well.

Children delight in their successes. They clap for themselves and each other when they complete what they have been trying hard to do. For instance, children persevere and turn pieces of a jigsaw puzzle around until they fit together properly. The childminder and her assistant give plenty of praise and encouragement to children, which helps them to develop a positive attitude to learning. Children develop their basic skills and independence, ready for the next stage of their learning. For example, they follow instructions to collect and put on their shoes before going outdoors to play.

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

- The experienced childminder and her assistant understand the importance of developing children's communication and language skills. They use questioning skilfully to engage children and give them time to think and answer. During children's play, they provide an ongoing commentary and introduce new words. However, occasionally, background noise distracts children from listening and joining in with conversations fully.
- Children delight in hearing songs and rhymes throughout the day. Younger children dance joyfully to the rhythms while older children join in with their favourite nursery rhymes. They listen to stories carefully and turn the pages of familiar books. The childminder asks children to predict what will happen next. Children have opportunities to make marks with paint, crayons and other media. These help to promote children's early literacy skills.
- Partnerships with parents and other settings that children attend are effective. Parents describe the childminder and her assistant as 'nurturing and caring'. They appreciate the support that the childminder and her assistant give to children and families and are well informed about their child's achievements. This helps them to continue children's learning at home. The childminder knows how to get help from professionals for children who may have special educational needs and/or disabilities (SEND).

- From the start, the childminder gathers information from parents about children's needs, interests and abilities. She uses this to plan the curriculum for children's learning effectively. The childminder and her assistant observe children in their play, and they identify and address any gaps in children's learning. All children make good progress, including those with SEND. However, sometimes during adult-led activities, the childminder and her assistant miss opportunities to build on children's existing knowledge even further. Furthermore, the childminder has not targeted the professional development programme precisely to enhance her teaching skills and those of her assistant.
- Children find out about the wider community and the world around them when they visit many places of local interest. They go on frequent outings, such as to nearby beaches, parks, farms, museums and for walks. They love to help grow vegetables and flowers at the childminder's allotment. This helps them to understand where some foods come from.
- Children's behaviour is good. They are settled, confident and happy. The childminder and her assistant are positive role models. They celebrate children's efforts and achievements with them, such as with 'high fives'. Children say 'I did it' and 'you did it', showing pride and a sense of belonging in the childminder's home.
- Children benefit from plenty of fresh air and exercise every day. They confidently climb steps of a slide, push themselves along on scooters and run about vigorously. This supports their good physical development well. The childminder and her assistant provide nutritious snacks, drinks and meals that help children to understand about making healthy choices. For example, children enjoy eating fresh pineapple, strawberries and banana, and they serve their portions using spoons.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant regularly update their safeguarding training that includes a wide range of issues, such as the 'Prevent' duty guidance. They recognise the signs of potential abuse and what action to take should they have concerns about a child's welfare. They know children in their care well and are alert to any changes in their well-being. The childminder has completed safer recruitment training. She applies her knowledge to help ensure the ongoing suitability of all adults interacting with children in her home. The childminder and her assistant teach children about keeping themselves safe, for instance, when crossing roads under close supervision.

What does the setting need to do to improve?

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

- review use of background noise to avoid distracting children from listening, concentrating and joining in fully with conversations
- strengthen planning of adult-led activities to enhance interactions with children and build on their existing knowledge
- target the professional development programme precisely on enriching the quality of teaching skills for the childminder and her assistant further.

Setting details

Unique reference number	EY314153
Local authority	Sunderland
Inspection number	10285510
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	12
Number of children on roll	23
Date of previous inspection	9 October 2017

Information about this early years setting

The childminder registered in 2005 and lives in Silksworth, Sunderland. The childminder holds an appropriate early years qualification at level 3 and works with an assistant. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Cathryn Clarricoates

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 her early years provision, including the aims for her curriculum.
- The inspector talked to children, the childminder and her assistant at appropriate times during the inspection and took account of their views.
- 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 the inspector carried out a joint observation of an adult-led activity.
- The childminder provided the inspector with a sample of key documentation.

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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