

Childminder report

Inspection date: 23 June 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 thoroughly enjoy the time which they spend with this caring childminder. They demonstrate this as they look at books and sing songs with the childminder. Children develop very good relationships with the childminder. Younger children demonstrate this as they go to the childminder for cuddles and reassurance when they are unsure of something. They check that the childminder is close by as they begin to explore the environment. Older children demonstrate how confident they are in the childminder's home as they show and name different animals for the inspector. The childminder teaches children how they can keep themselves safe. For example, she explains to children how to cross roads safely.

The childminder has high expectations for children's learning overall. She provides a language-rich environment to help children to develop their vocabulary and practise putting words together into phrases. The childminder supports children's fascinations well. For example, she puts out animals to support children's interests. The childminder encourages children to return to activities throughout the morning, to help them to develop their concentration skills. Children are enthusiastic to try new things, such as using scissors to cut the play dough.

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

- Children concentrate well, given their age and stage of development. For example, three-year-old children demonstrate high levels of concentration as they play with play dough. They focus well as they use extruders and push the play dough through the holes. Children listen intently and copy the childminder as she demonstrates counting with numbers in order.
- The childminder knows what she wants children to learn. However, she does not always focus precisely on children's next steps in learning when planning activities. Sometimes, the childminder does not consistently provide opportunities to expand children's learning to the highest possible level. For example, she identifies that she wants to help children to use a spoon but does not support children to develop this in their play.
- The childminder supports children's communication and language exceptionally well. She uses strategies, such as singing and modelling single words and animal noises, to help all children to make very good progress. Children, who have gaps in their development in this area, catch up rapidly and sing a range of songs confidently. They use a range of animal words and sounds, including 'turkey' and 'gobble'.
- The childminder understands the importance of working with other professionals who are involved with children. For example, she communicates with speech and language therapists. However, the childminder does not always encourage parents to share the outcome of the progress check when children are aged

between two and three years with other professionals, such as health visitors, to help children to get any help and support they may need in a timely manner.

- The childminder has a good relationship with parents. She shares detailed information with parents about what their children have been doing. The childminder talks to them about their children's key learning too. She works effectively with parents to support children's learning. For example, the childminder works with parents to develop a shared approach to toilet training.
- The childminder generally manages children's behaviour well. For example, she reminds children of her expectations. However, on occasions, the strategies the childminder uses to explain what she expects do not help all children to understand and follow them.
- The childminder has a good understanding of how to support children's learning. She places a high priority on developing children's counting skills. During the inspection, she models counting as she changes nappies, cuts snacks or plays alongside children. Children copy and continue counting with confidence, saying numbers to 10 in order.
- The childminder helps children to understand how good practices, such as handwashing, support their good health. For example, she encourages children to wash their hands before and after eating. Children also have plenty of opportunities for fresh air and exercise, for example, as they walk to the beach or school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder talks confidently about how she keeps children safe. For example, she uses safety gates to ensure that children cannot access areas unattended. The childminder uses reins and safety backpacks to keep children safe outside. The childminder has a good understanding of what she would do if she had concerns about a child's welfare. She talks confidently about the signs and symptoms that may give her concerns. The childminder knows the local procedures that she must follow. She has a good attitude to keeping her training up to date.

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 what children need to learn next when resourcing and planning activities
- encourage parents to share the progress check when children are aged between two and three years with their health visitor, to ensure that children get any help or support they need
- support children to understand and follow the expectations for their behaviour.

Setting details

Unique reference number	310160
Local authority	North Tyneside
Inspection number	10285376
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 1994 and lives in North Shields, Tyne and Wear. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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 provider 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 spoke to the childminder and children at appropriate times during the inspection.
- The childminder evaluated an activity with the inspector.
- Parents provided written feedback for the purpose of the inspection.
- The inspector observed children playing and learning, and evaluated the impact on children's learning.
- The childminder showed the inspector a range of documents, including those relating to her suitability.
- The childminder explained how she keeps children safe and manages her setting.

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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