

Childminder report

Inspection date: 29 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show that they are happy and secure in the care of the nurturing childminder. They spontaneously wrap their arms around her tightly for a hug before returning to their play. They show that they form strong relationships with others. The childminder is patient and caring towards children. She offers gentle reminders for children to share and take turns. The childminder supports them to think about possible solutions to situations, such as both children wanting to play with the same toy. Children work together and manage their feelings well. They show confidence and offer to make visitors pasta and cups of tea in their role-play kitchen. They share this with the childminder, who joins in with children's imaginary games, such as pretending to eat delicious foods that young children have cooked for her. Children smile and laugh with the childminder. This helps to promote children's emotional well-being.

The childminder has an ambitious curriculum in place and understands what it is that she wants children to learn. Through observations and assessments, she identifies what it is that children need to learn next. This helps children to develop the skills they require for future learning.

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

- The childminder has worked hard since her last inspection. She evaluates her setting well and seeks the views of others to help her to identify and address any weaknesses in practice. The childminder is committed to ongoing training to build on her knowledge and skills. She has swiftly addressed actions raised at the previous inspection and demonstrates a good understanding of the required progress check at age two.
- A key strength of this inviting provision is the childminder's strong settling-in procedures. She gathers detailed information from parents when children first start and uses this to help children to settle in quickly. Parents speak very highly of the care that the childminder provides for their children. The childminder provides regular information for parents about what their children have been doing to help to provide a continued approach to their learning.
- Children thrive at this setting. For example, they benefit from a range of physical play games. The childminder takes children on regular outings, including trips to local parks, farms and toddler groups. They learn to balance, climb, run and jump. Furthermore, children develop their small-muscle movement during activities, such as play dough and completing jigsaw puzzles.
- Children join in with stories and action rhymes. The childminder encourages children to repeat words and phrases. She asks questions during story sessions. For instance, she encourages children to recognise different body parts. Children confidently point to their head, ears and toes. Although communication and

language development is a focus of her curriculum, sometimes young children have their dummies in their mouth during play. In addition, the childminder uses words such as 'horsey, washy-washy' and 'kicky' when talking to children. This means that children do not always hear the correct words to help them to build on their language skills.

- Children join in with exciting games that help them to develop their early mark-making skills. For instance, they fill bottles of water and squirt water on the pavement outside. The childminder talks to children about the different marks they make.
- The childminder places an emphasis on supporting children to develop a good understanding of how to lead a healthy lifestyle. Children have healthy choices during mealtimes. They talk to others about their favourite foods, including putting beetroot in their sandwiches. Children talk confidently about the importance of brushing their teeth and washing their hands before eating and after using the bathroom.
- Children are independent learners. They are able to make choices from resources in the dedicated playroom and make choices in their play and learning. However, sometimes the childminder does not review the organisation of the learning environment, to help to build on children's independence and provide space for children to play and learn freely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding policies and procedures. This includes the steps she would follow in the event of a concern about the welfare of a child. The childminder is aware of her responsibility to report concerns to the relevant authorities within a timely manner. This includes reporting any concerns about allegations made against her or a family member. The childminder has policies in place which include the safe administration of medication. In addition, she understands signs that a child or family may be exposed to extreme views and/or behaviours.

What does the setting need to do to improve?

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

- ensure correct words are spoken for younger children to learn and extend their vocabulary
- review organisation of the learning environment to help to build on children's independence and provide space for children to play and learn freely.

Setting details

Unique reference number	311801
Local authority	Gateshead
Inspection number	10248851
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 July 2022

Information about this early years setting

The childminder registered in 1999 and lives in Gateshead. The childminder operates all year round from 07.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they 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 early years foundation stage curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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E: enquiries@ofsted.gov.uk
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