

Childminder report

Inspection date: 4 July 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 enjoy lively discussions with the childminder and their friends. The childminder prioritises holding conversations with children throughout the day. This promotes the development of their good communication and language skills. Children form firm friendships with each other and socialise across the age groups. They cooperate together during routines and are kind and helpful. For example, they willingly tidy away resources after activities.

The childminder is a good role model, reminding children to be polite and share and take turns, such as when they build models using blocks. She provides a warm and welcoming environment where children approach her for hugs and reassurance. Parents say that the childminder provides a 'listening ear'. This helps to support children's emotional well-being effectively. The childminder has high expectations of children, and their behaviour is good. Children show that they feel secure and understand clear boundaries set by the childminder.

The childminder provides many opportunities for children to experience 'adventures', which children remember and describe with joy and excitement. For example, children travelled on a train with the childminder for the first time to visit another city. The childminder helps children to recall these experiences and talks about what they will do next. This helps children to understand more about the world around them and the wider community.

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

- The childminder knows children in her care well. She identifies what they need to learn and has clear next steps for individual children. She swiftly addresses any gaps in their development. All children make good progress and are gaining the skills they need for their future learning. However, on occasion, the childminder does not challenge children to explore their own ideas fully and solve more problems for themselves.
- Parent partnerships are strong. For instance, the childminder keeps parents informed about children's experiences and routines every day. She works closely with them to support continuity of learning at home, such as when toilet training. Parents comment that they value the wide range of activities provided for their children at the childminder's home and on outings. They feel that their children are safe and happy in her care.
- There is a frequent exchange of information between the childminder and other settings attended by children in her care. This supports children's positive outcomes and helps them to settle well when they move onto nursery and school. The childminder also works closely with other professionals when children require additional support.

- The childminder promotes children's independence, such as when they find their own shoes and put them on before playing outdoors with sand. Children confidently wash their hands in preparation for mealtimes and after having their nappies changed. They make choices in their play from a good range of resources and select fruit to have for snack.
- The childminder praises children's efforts and encourages them to have a go until they succeed. For example, when children want to blow bubbles, she demonstrates how to do this and gives them time to keep trying. This helps children to develop their self-esteem and pride in their achievements.
- Children enjoy listening to books and stories at the childminder's home. They practise mark making using paints, felt-tip pens and crayons, and are pleased to take their creations home for their families. They talk about what they have drawn and give meaning to the lines and shapes. This helps to support the development of their early literacy and communication and language skills.
- The childminder encourages children to count and recognise colours and numbers, such as when they talk about the doors of houses in the neighbourhood as they walk past. She asks children to identify the relative sizes of bubbles. However, she does not consistently add to children's mathematical language and knowledge by talking about different shapes accurately.
- Children benefit from fresh air and exercise when they play outdoors and go on outings. They run, climb and balance at local parks, which helps their good physical development. The childminder talks to children about making healthy choices in food. Children regularly visit their dentist to support their oral health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge regularly and thoroughly. She recognises the signs and symptoms that may indicate that a child is at risk of harm. The childminder is clear about what action to take should she have any concerns about a child's welfare. The childminder follows comprehensive hygiene procedures to help to prevent cross-infection. She teaches children about how to keep themselves safe. For example, children learn about crossing roads carefully. The childminder reminds children about the rules that help to keep them safe, such as that they should not talk and eat at the same time. She supervises children closely during routines, such as mealtimes, while they play, and on outings.

What does the setting need to do to improve?

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

- enhance teaching strategies to support children to follow their own ideas even more and solve problems for themselves
- extend and widen children's good use of mathematical language further during

activities.

Setting details

Unique reference number	311659
Local authority	Gateshead
Inspection number	10295314
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	3 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 December 2017

Information about this early years setting

The childminder registered in 1993 and lives in Blaydon, Tyne and Wear. The childminding provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for three-year-old children.

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 childminder.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder. The inspector took account of the views of parents in written feedback.
- 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 inspector carried out a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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