

Childminder report

Inspection date: 6 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 thoroughly enjoy their time with the caring and nurturing childminder. They demonstrate that they feel happy, safe and secure in her care. Children spontaneously seek out the childminder and her co-childminder for cuddles and support. For instance, young children seek out the childminder to help with their shoes. Children are confident, happy and settled. The childminder encourages children to access all areas of her home. This supports children to independently select their own toys and resources. The childminder supports children to understand how to look after living things and help them to grow. For example, children grow their own plants in the garden. They talk about how they need to give the bulbs water to help them grow.

Children are kind, caring and considerate towards each other and their behaviour is good. The childminder and her co-childminder have high expectations for children's behaviour. They encourage children to take turns and share. Children remain engaged in familiar activities for long periods. For instance, children explore a wide of range mark-making materials. As they make marks, the childminder encourages them to create a shopping list. She encourages children to match their shopping list to pictures of fruit and vegetables and offers praise as children proudly explain what they have created. This helps to develop children's early literacy skills and develops their self-esteem.

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

- The childminder supports children's communication well. The childminder speaks clearly and asks children age-appropriate questions as they play. She introduces new vocabulary, such as 'satsuma', 'tangerine' and 'tadpole'. Children enjoy listening to a variety of songs and rhymes, singing and moving to the music. This helps to develop children's listening and speaking skills.
- The childminder and her co-childminder offer a curriculum that is exciting and interesting and builds on children's interests. She gathers detailed information when children first start at her setting and uses this to plan for their next steps in learning. The childminder can talk about what children can do and what she wants them to learn and provides activities to support their learning. However, occasionally, she plans group activities that do not always meet the intended learning for all children involved.
- Children enjoy building with construction blocks. They count and compare the blocks as they build. The childminder supports children to recognise the positions and size of the blocks as they build. For example, children identify which blocks are 'on top' and 'underneath', 'tallest' and 'smallest'. This helps to develop their early mathematical skills.
- The childminder regularly takes children to local playgroups, where they have

opportunities to mix with other groups of children. This helps children to gain confidence and develop good social skills. Children consistently behave well and use good manners without being prompted. The childminder offers praise and encouragement, which helps to build children's confidence and self-esteem.

- The childminder has good links with parents. Parents are happy with the service she offers. They comment how their children have good relationships with the childminder and her co-childminder. The childminder regularly provides ideas and suggestions about how parents can support their children's learning at home. Parents comment that the childminder is 'very supportive'.
- The childminder is passionate about the service that she provides. She regularly meets with her co-childminder to identify key areas for development. The childminder completes regular training and reads and researches to ensure that her knowledge is current and up to date.
- The childminder promotes children's independence throughout the daily routine. She continually encourages children to be independent. For example, all children, including the youngest, wash their hands and use cutlery to feed themselves.
- Children have a good range of opportunities to develop their physical skills, inside and outdoors. For example, they manipulate dough, build with blocks and ride on push-along toys. This helps children to develop their large- and small-muscle skills.
- Children visit many places of local interest. They go on frequent outings, such as to parks, farms, train stations and museums. This helps children to develop an understanding about the wider community and the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding about her role in protecting children. She recognises the signs of potential abuse and what action to take should she have concerns about a child's welfare. The childminder knows the children in her care well and is alert to any changes in their well-being. She is aware of the procedure to follow should there be an allegation made against her or a family member. The childminder updates her safeguarding knowledge through reading relevant material, contact with the local authority and attending training. She carries out regular risk assessments to minimise risks and keep children safe.

What does the setting need to do to improve?

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

- strengthen the organisation of group activities to ensure that they are focused more precisely on specific learning intentions for children.

Setting details

Unique reference number	311580
Local authority	Gateshead
Inspection number	10289619
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	7
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2000 and lives in Wardley, Gateshead. She works with her husband, who is also a registered childminder. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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 their early years setting, including the aims and rationale for the curriculum.
- Parents shared their views of the setting through written feedback.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector carried out a joint observation 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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