

# Childminder report

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Inspection date: 19 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are very happy in the childminder's care. The childminder is keen to provide children with enjoyable experiences. For example, they go to a 'teddy bears' picnic' with the childminder. They thoroughly enjoy finishing their picnic when they wake up from a sleep. The childminder follows their interests to help them to learn. Children laugh and giggle as they play with the ball and pass it back to her. The childminder teaches children how they can keep themselves safe. As children play outside, the childminder points out the different hazards in the garden, such as the grassy slope and the step between the grass and path. Children demonstrate good awareness as they use balance bicycles slowly and carefully as they go down the hill.

The childminder is keen for children to make good progress. She generally provides a range of opportunities to support children's learning. For example, the childminder talks about the different sizes of bears and links this to the story of 'Goldilocks and the Three Bears'. Children confidently talk about 'daddy bear' and 'baby bear' as they sort the bears. Children behave well. The childminder has clear expectations for children's behaviour. She reminds them how to use balls inside the house. Two-year-old children respond quickly when she reminds them of her expectations.

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

- The childminder provides a range of activities to support children's interests. For example, children thoroughly enjoy playing with the sorting bears. They match the bears to the coloured circles and begin to say some colour names. Children demonstrate very good concentration for their age as they complete the activity and then tidy up after themselves.
- The childminder knows where children are in their learning. She provides a range of activities to help children to develop. However, her curriculum is not always sufficiently well sequenced. For example, the childminder has not thought sufficiently about the stages children go through as they develop their counting skills. When this happens, some activities are too challenging for children's stage of development.
- The childminder helps children to learn how to keep themselves healthy. For example, they wash their hands regularly. Young children know they wash hands before eating and associate this activity with eating. This is evident as children wash hands after blowing bubbles and then say 'tea' as they go to the cupboard to look for food.
- Children have plenty of fresh air and exercise as they play in the childminder's garden. They enjoy kicking the ball and play on bicycles. They particularly enjoy playing with bubbles. The childminder patiently helps children as they try to

blow bubbles. Children persevere well, demonstrating their delight as they blow a bubble and chase it across the garden.

- The childminder generally supports children's communication well. She talks to them constantly about what they are doing. However, she does not always adapt her language effectively when talking to younger children. Sometimes, the childminder uses longer phrases or questions. Children have fewer opportunities to expand their vocabulary or express their thoughts or ideas as a result of this.
- The childminder has a good relationship with parents. She talks to parents about where children are in their learning. She shares activities that they can do at home to support their development. The childminder shares photos of children's learning and explains what children have been doing. This supports children to make good progress.
- The childminder has a good attitude to working with other professionals. For example, she encourages parents to share the written progress check for children aged between two and three years with the health visitor. The childminder also shares information about what children can do in the setting to contribute to the health visitor's assessment. This helps professionals to identify when children need further support.
- The childminder has attended all mandatory training, such as first aid. However, she now needs to focus her professional development on raising the quality of education to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of how she can keep children safe. For example, she talks about the hazards in her garden and teaches children how to use the steps carefully. The childminder has a good awareness of the signs and symptoms that may indicate that a child is suffering from abuse. She knows the procedures that she must follow if she had a concern about children's welfare. The childminder keeps her contact numbers up to date. She has attended training on a range of safeguarding issues, such as the 'Prevent' duty guidance.

## What does the setting need to do to improve?

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

- ensure the curriculum, particularly for mathematics, is sufficiently well sequenced to help children to develop their knowledge and skills over time
- adapt language more effectively when talking to younger children to help them to develop their communication skills even more effectively
- focus professional development on raising the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	311662
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10301361
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	24 January 2018

## Information about this early years setting

The childminder registered in 2000. She lives in Blaydon, Tyne and Wear. The childminder holds an appropriate early years qualification at level 3. She operates all year round, from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays.

## 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder explained how she organises her curriculum.
- The inspector observed children playing and learning.
- Parents provided written feedback for the purpose of the inspection.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector viewed a range of documents, including those relating to the childminder's suitability.
- The childminder talked about how she keeps children safe and manages her childminding 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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