

Childminder report

Inspection date: 19 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

The childminder and the assistant warmly welcome children into the calm, friendly and secure environment after a positive handover from parents. Children form strong relationships with the childminder, who knows them well. They play and learn in a well-designed space and freely explore indoors and outside. The childminder plans the outdoor area to allow children to develop their physical skills. For example, children climb stairs, cross the bridge and stretch up high to reach the parachute above their heads.

The childminder encourages children to follow their interests in their play. Children make independent choices from the different activities and high-quality resources that are available to them. For example, they engage in play with a wooden train track, developing their spatial awareness by fitting the pieces together and taking turns. The childminder uses the outdoor environment to support children to explore the natural world around them. For instance, children pick fruit from the trees and plant potatoes and watch them grow.

The childminder and the assistant know their children well and talk about their families in a very positive way, encouraging enthusiastic conversations that last for several turns. Children behave well and respond positively to the childminder and her assistant. The childminder encourages children to share the resources and intervenes to offer support. She observes children and concentrates on their individual learning needs, ensuring that children with special educational needs and/or disabilities make good progress.

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

- The childminder knows children well. She assesses their starting points in learning and uses this information to identify strengths and areas to develop. The childminder shares key information regularly with parents. Where children are not meeting their milestones, the childminder seeks support from a wide range of external agencies. She is aware of the physical and learning needs of all children and adapts her practice to meet their individual needs. For instance, the childminder identifies which children need to sit at the front during story time to help them to concentrate.
- The childminder has planned and sequenced her curriculum around the seasons and uses high-quality books to support children's learning. She encourages children to retell and sequence stories to embed their learning. Children enthusiastically take part in storytelling sessions by filling in missing words and excitedly share new vocabulary, for example, 'cocoon'. The childminder uses display boards to show children and adults the artwork that children have completed throughout the year, which is linked to core books. This helps them

to remember and talk about the stories they have read.

- The childminder has provided the indoor and outdoor area with high-quality resources that are built around children's interests and that cover all areas of learning. Children concentrate for long periods of time, spooning rice into jugs and counting their spoonfuls. The childminder and her assistant respond very positively to children's achievements with claps and cheers. This helps to promote children's positive feelings. Children ask the childminder if they can paint or do a jigsaw puzzle to help them order numbers. However, children are not consistently encouraged to develop their self-help skills. For example, they have to ask for tissues to wipe their own noses, which interrupts their learning.
- Children's communication and language development are well supported. The childminder and her assistant listen carefully to what children are saying and repeat it back, modelling the correct language. Children chat well with one another, the childminder and her assistant. They laugh spontaneously during their play, demonstrating how happy they are to be in the setting and the positive relationships they have with the childminder, her assistant and other children.
- Parents are very happy with the setting. They say that their child has made progress, particularly with their social skills, manners and confidence. Parents are very grateful for the amount of trips their children go on throughout the year, providing them with rich experiences beyond the home. They comment that their children are welcomed as 'part of the family'.
- The childminder encourages children to recognise their emotions. She uses a calming corner to support children to regulate their feelings if they are cross or sad. The childminder models this to children, helping them to understand that it is okay to not always feel happy.
- The childminder has a clear view of the strengths and areas to improve in her setting. Her assistant values her experience and knowledge of child development. She regularly observes her assistant and feeds back informally. However, the assistant is unclear about her own strengths and how she can build on her own professional development to support children further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the signs and symptoms of abuse, and they are fully committed to keeping children safe. They understand the local procedures they must follow if they have concerns relating to a child. Staff know who to contact if they have concerns about other adults in the setting and how to record information on children who attend with an existing injury. The childminder ensures that her assistant has regular updates on safeguarding, which are provided by the local authority, and she understands the importance of keeping her own knowledge of a range of safeguarding issues 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:

- support children further to develop their self-care skills to enhance their independence to a higher level
- monitor assistants and evaluate their practice more precisely to provide professional development that consistently develops their teaching skills.

Setting details

Unique reference number	EY462907
Local authority	Gateshead
Inspection number	10289132
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 10
Total number of places	26
Number of children on roll	26
Date of previous inspection	13 November 2017

Information about this early years setting

The childminder registered in 2013 and lives in Gateshead. She operates all year round, from 6.45am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She works alongside assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Henderson

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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector carried out a joint observation of a story time with the childminder.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the child's learning.
- Parents shared their verbal and written views of the setting with the inspector.
- 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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