

Childminder report

Inspection date: 22 August 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 provides children with a warm and homely environment to learn and play in. Children develop lovely attachments with her. They are happy, settled and show genuine affection for the childminder. The childminder offers children flexible settling-in sessions and collects lots of information from parents before their children start. This helps her to provide activities and resources which interest children. The childminder wants all children to achieve their full potential.

Children are engaged and motivated during their play. For instance, they excitedly explore size and shape as they build towers with boxes. The childminder supports younger children to develop their coordination, for example, when they carefully empty and fill containers in the sandpit. Older children enjoy using creative materials. They demonstrate their creative side and make pretend aeroplanes. The childminder encourages them to test how 'high' and 'fast' they will fly. Children are clearly proud of their models and peg them on the wall to take home.

The childminder has clear expectations for children's behaviour. She talks to children about how they are feeling. This helps children to behave well and understand their emotions. Children understand the routines in the setting. For instance, they willingly help to tidy up before going outdoors to play.

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

- The childminder observes children closely as they play. This helps her to understand children's current stages of development and what they need to learn next. The childminder plans a curriculum which helps all children to make good progress.
- Children learn skills that will help them in their future learning. For instance, they concentrate and show perseverance when completing jigsaws. Older children demonstrate their growing imaginations, such as pretending to be 'mermaids' and 'pirates' when they play.
- The childminder wants all children to be ready for school. She teaches children to be independent. Children confidently learn to put on their shoes, wash their hands, use the toilet and zip up their coats. The childminder provides resources, such as a stool to the sink, to help children to be successful in their self-care.
- Children learn about the importance of healthy lifestyles. The childminder teaches them about food that is good for them and encourages them to brush their teeth. Children play out in the fresh air each day. The childminder works with parents to make sure that children bring healthy and nutritious packed lunches.
- The childminder is skilled at developing children's communication and language. She comments on children's play and introduces new vocabulary. Children hold

meaningful conversations and recall past events. For instance, they are excited to talk about the butterflies they observed at the museum the previous day.

- Parents are very appreciative of the service that the childminder provides. They comment that their children run in happily and are excited to start their day. Parents say that their children grow and develop well in the childminder's care.
- Children have many opportunities to develop their early literacy skills. They cuddle up to the childminder to listen to their favourite stories. The childminder sings songs regularly with children as they play. Older children develop their mark-marking skills in preparation for early writing.
- The childminder shares lots of information with parents about their children's learning. She sends homes photos, shares progress reports and makes sure that she provides daily feedback. This helps parents to continue their children's learning at home.
- Children have many opportunities to learn about the world around them. The childminder takes them on visits, such as to local parks, the beach and museums. She also takes children regularly to local playgroups to give children opportunities to develop their confidence in larger groups of children.
- The childminder makes sure that she keeps all statutory training up to date, such as first aid and safeguarding. However, the childminder has not focused her professional development on extending the quality of education to an even higher level.
- Overall, the childminder has a good relationship with other settings which children also attend. She attends events, such as sports day, with children. However, the childminder does not share precise information about individual children's learning, to help to enhance continuity in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She makes sure that the premises are safe and secure for children to play in. The childminder knows the signs and symptoms of different types of abuse. She understands who to contact if she has a concern about a child's welfare. The childminder helps children to learn how to keep themselves safe. For instance, she reminds children not to climb on chairs or stand on the top of the slide.

What does the setting need to do to improve?

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

- extend professional development opportunities to raise the quality of education to an even higher level
- share more precise information about individual children's learning with other settings that children also attend.

Setting details

Unique reference number	312485
Local authority	South Tyneside
Inspection number	10304810
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	2 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	1 February 2018

Information about this early years setting

The childminder registered in 1992 and lives in Jarrow, Tyne and Wear. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She is in receipt of funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Vincent

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 her evaluation of the childminder.
- The childminder showed the inspector around the areas of her home that children use. She talked about the curriculum, resources and activities that she provides for children.
- The inspector and the childminder reflected together on children's play and learning during the inspection and evaluated the impact on their learning.
- The inspector observed children playing indoors and outdoors during the inspection.
- The childminder held discussions with the inspector throughout the inspection.
- The inspector checked a range of documentation, including the childminder's qualifications and training records.
- The inspector took account of the written views of parents.

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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