

# Childminder report

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Inspection date: 14 September 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 show a strong sense of belonging at the childminder's warm and welcoming home. They follow familiar routines well, which helps them to feel secure. For example, they put on their own coats and shoes before going outside. This helps them to develop their independence in preparation for future learning. Children of different ages are settled and confident as they choose from, and play happily with, a range of appropriate resources. Toddlers try out placing different toys inside containers and moving these around. Older children build and talk about their creations made from bricks. Parents say that their children are made to 'feel part of the family'. The childminder has high expectations of children, and they behave well.

The childminder uses everyday experiences to help children to learn and remember and builds a structured curriculum. For instance, she chats with children about their visits to the woods in the snow last winter, and they talk about how much they like the current sunshine and warmth. There is a focus on communication and language development throughout all activities. The childminder uses rich language and introduces new words such as 'squish', 'wiggle' and 'flatter'. This supports and extends children's growing vocabulary while they play with home-made dough.

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

- The experienced childminder reflects on her provision and identifies some areas for improvement. She meets regularly with local childminders to share ideas and information. The childminder takes account of parents' feedback in making decisions about changes. However, she has not yet fully implemented strategies to strengthen the exchange of information between herself and other settings that children attend.
- Children have a wealth of opportunities to mix with others at groups, such as soft play, toddlers and in other childminders' homes. This helps them to develop their socialising skills. They form friendships with their peers in readiness for nursery and school. Children learn about the differences and similarities between themselves and others.
- Partnership working with parents is effective. For example, the childminder works with parents closely when children are toilet training. She shares ideas with parents for continuing learning at home. Any behavioural issues are tackled consistently together.
- Children enjoy listening to stories at the childminder's home. They join in with their favourite songs and rhymes at groups as well as with the childminder. Children listen to instructions and respond well to requests. This helps to support the development of their good language and communication skills and early literacy skills.

- The childminder gives children plenty of opportunities to practise their hand-eye coordination and gross and fine motor skills. Children play games where they throw and kick balls. They learn how to use tools to shape and cut dough. This also gives them opportunities to be creative and talk about what they have made.
- Children learn mathematical concepts, such as counting accurately and ordering objects by size. They make balls of dough of varying sizes and arrange them from 'huge' and 'massive' to 'small' and 'little'. This helps them to develop their early mathematical skills.
- The childminder makes sure that children follow good hygiene procedures. Children wash their hands before eating and after using the potty. The childminder works with parents to give children balanced and nutritious snacks and meals, and ongoing access to drinking water. Children benefit from fresh air and exercise. This all promotes children's physical development well.
- The caring childminder forms strong bonds with all the children in her care. She is a positive role model who shows respect, kindness and polite behaviour to everyone. Children learn to say 'please' and 'thank you'. Children approach the childminder for cuddles and reassurance. They are eager to share their ideas and thoughts with her. They relish the praise and encouragement that she gives them for their efforts.
- All children make good progress from their starting points. The childminder knows children's needs and interests well and responds sensitively to these during activities. The childminder knows where to go for additional support should it be needed.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities for safeguarding children in her care. She regularly completes training to refresh her knowledge. The childminder accesses updates to ensure that she follows the latest local procedures should she have a concern about a child's welfare. She supervises children carefully throughout their time at her home and on outings. Premises and resources are maintained to a high standard to minimise any hazards. Children learn how to keep themselves and others safe during activities. For example, the childminder reminds older children to keep small pieces of games away from younger ones. When children nap, the childminder frequently checks on their well-being.

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

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

- strengthen the exchange of information with other settings that children attend

to support their good learning and development even further.

## Setting details

<b>Unique reference number</b>	311657
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10295313
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	18 December 2017

## Information about this early years setting

The childminder registered in 2001 and lives in Blaydon-on-Tyne, Tyne and Wear. She operates all year round, from 8am to 5.30pm, Monday, Tuesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early 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 communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents' views were shared in written format, and the inspector took account of these.

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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