

Childminder report

Inspection date:

2 November 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

The childminder has superb relationships with children in her care. They form very close bonds and obviously enjoy each other's company. The childminder is very caring and kind. She plans exceptional support to help new children to settle. Settling-in sessions are extremely flexible and adapted to suit individual children's needs. The childminder gathers very comprehensive information about children when they start. This includes information on children's prior learning, as well as knowledge of their home routines and life experiences. This helps the childminder to get to know children very well and be able to plan precise support for their learning from the start.

Children are very happy, settled and secure. They concentrate fully and show high levels of focus and engagement, such as when they mix ingredients together to make play dough. Children benefit from a wide range of exciting, challenging and highly stimulating activities and experiences that cover all areas of learning. They paint, thread, pour sand, bake and explore with voiles and different materials. The childminder provides excellent support for children to manage their feelings and behaviour. She teaches children breathing techniques to help them to feel calm and supports them to use 'kind hands' and share. The childminder provides excellent support for children's growing independence. Children wash their hands independently and peel and chop fruit themselves at snack time.

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

- The childminder very thoughtfully plans and adapts activities to meet children's individual needs and extend their interests. For example, following a visit to a local farm to pick pumpkins, the childminder creates a toy farm with sawdust and hay for children to explore.
- The childminder skilfully builds on what children already know. For example, she introduces more complex words and in-depth stories as children begin to master early language. The childminder supports children to develop scissor skills by encouraging them to practise snipping first, before going on to cut around simple shapes.
- The childminder provides outstanding support for children's mathematical development. For example, children learn about size, capacity and how to sort, separate and divide, such as when they follow recipes and measure ingredients to make dough.
- The childminder develops children's communication and language skills extremely well. She talks to children about their play and repeats their words to show they are valued and understood. The childminder introduces new words and uses rich, descriptive language to help children to extend their vocabularies.
- The childminder praises and encourages children. This helps to raise their

confidence and self-esteem. The childminder asks detailed questions to support children to think of their own solutions and ideas. Children make simple choices and decisions, such as they choose how the monsters they make from dough will look.

- Children help to care for the childminder's guinea pigs and dog. They help to brush the childminder's dog and take it for walks. Children also have opportunities to clean and feed the guinea pigs. This helps them to learn important life skills about how to look after and behave around animals.
- Children have excellent opportunities to develop their physical skills. They climb, balance, stretch and develop their core strength at soft-play centres. Children practise different ways of using their hands as they experiment with tweezers and magnifying glasses as part of an activity.
- The childminder introduces detailed resources into children's play to help to extend their learning. For example, she introduces pretend credit cards and real money into children's role play of shopping. This includes different currencies and stimulates rich conversations around different countries and cultures.
- Children benefit from rich opportunities to learn about life outside the setting. They visit a local sheltered housing complex to meet the older residents. Children attend a singing group and take part in nature walks. They visit the library, park and beach, sometimes by train or bus, so that they also learn about different ways to travel.
- Parents have high praise for the childminder and the service which she provides. They say she provides excellent standards of care in a safe and nurturing environment. Parents describe the childminder as supportive, patient and understanding. They comment she goes above and beyond to ensure that their children's needs are met.
- The childminder has experience of looking after children with special educational needs and/or disabilities. She understands fully the importance of working with other professionals in education and health to create a consistent approach to support for children's learning.
- The experienced childminder is very reflective and has an excellent attitude towards continuous improvement. She completes training at every opportunity to maintain her skills and extend her knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities in relation to safeguarding. She has attended training in first aid and all aspects of safeguarding. The childminder knows what might concern her about a child, who to contact and the processes to take to help to keep children safe. She provides excellent support to children to teach them how to keep themselves safe. For example, the childminder teaches children about road safety and how to safely behave around animals. She models to children how to carefully chop fruit, cut with scissors and use cutlery safely.

Setting details

Unique reference number	EY401124
Local authority	Sunderland
Inspection number	10311657
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	0 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	4 April 2018

Information about this early years setting

The childminder registered in 2009 and lives in Sunderland. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of a number of parents into account.

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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