

# Childminder report

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Inspection date:

24 November 2023

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children benefit immensely from the care and learning opportunities which the experienced and dedicated childminder provides. The childminder has an excellent understanding of how young children learn. She recognises her role in supporting children to build firm foundations for their future learning. The childminder provides children with activities that she has meticulously planned to meet their individual needs. Children make a great deal of progress from their starting points.

The childminder provides a wealth of resources to support children's learning and development. Babies become deeply engrossed as they explore the interesting items in a treasure box. They concentrate as they move objects from hand to hand. Babies follow a ball with their eyes as they are shown how it rolls. The childminder encourages them to reach out to pick up their favourite things, which promotes their physical development. Children learn how to care for the childminder's pets and engage in activities to support a range of different charities, including sponsoring a guide dog. This helps to develop their understanding of the world around them.

Children form strong bonds with the childminder, who recognises the importance of making sure that new children feel secure in her presence. The childminder provides plenty of cuddles and reassurance, for example, when children wake up. This helps children to thrive in her care. The childminder has clear expectations about children's behaviour. She explains how she promotes good manners and supports children to develop the skills they need to play alongside their friends. The childminder knows how to support children who may sometimes struggle to regulate their behaviour. She makes sure that she uses strategies which are appropriate to children's ages and stages of development.

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

- The childminder provides a curriculum based on following children's interests. She uses children's interests to provide children with the knowledge and skills they need to equip them for their next stage in learning. The childminder's understanding of how to sequence learning is excellent. She carefully observes children as they play. When the childminder notices that children are displaying greater levels of concentration and engagement in a quieter learning environment, she immediately recognises that plans to take them to a local stay-and-play group should be postponed.
- The childminder recognises the importance of helping children to become confident communicators. She talks to babies as they play, establishing good eye contact with them. The childminder gives babies time to babble and responds so they are encouraged to vocalise more. Children hear a rich vocabulary. This

includes listening to a wide range of different stories and rhymes, which are well chosen to help children to join in and to develop a love of books.

- The childminder is extremely alert to identifying children who may not be making as much progress as they should. She then shares her observations with parents, so they can agree the best way forward. The childminder is skilled at using effective strategies to support children with special educational needs and/or disabilities (SEND). She also knows how to access advice from relevant professionals.
- The childminder promotes children's good health in many ways. Children benefit from plenty of fresh air and exercise, including trips to the park and local places of interest. They learn about healthy eating and grow some of their own vegetables. The childminder provides resources to help children to understand about good oral health. She addresses children's emotional well-being very effectively and celebrates every child's uniqueness. Children learn about differences and similarities between themselves and others. The childminder supports children very successfully to build positive relationships with each other.
- Children develop the skills which they need to be ready for school. The childminder promotes their independence in an age-appropriate way, for example by dressing themselves and washing their hands. She also provides opportunities for children to learn early mathematical skills, and activities so they are ready to learn to read and write when they start school.
- Parents' feedback is extremely positive. They comment that the childminder has become an extension to their children's family, and that their children have 'blossomed' in her care. Parents value the advice which the childminder gives them, for example about establishing effective sleep routines. Communication with parents is highly effective. The childminder collects a wealth of information from parents when children start attending. She then provides regular feedback about their development. The childminder provides books and resources for parents to use at home help to support their children's learning.
- The childminder is highly reflective. She continues to read about developments in early years education, and regularly attends training. The childminder continues to identify additional training to enhance her already excellent knowledge, such as supporting children with SEND even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe and updates her safeguarding training regularly. Her understanding of the signs that may indicate a child is at risk of harm is excellent. She knows how to record and report any concerns about children to the appropriate services without delay. The childminder also has clear procedures should there be an allegation against herself or a household member. She supervises children vigilantly. Children learn how to keep themselves safe on outings. The premises, inside and outdoors, are safe and secure.

## Setting details

<b>Unique reference number</b>	312452
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	10312320
<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 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	26 April 2018

## Information about this early years setting

The childminder registered in 1999 and lives in Jarrow, Tyne and Wear. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 5. She offers funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jan Batchelor

### 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 premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector considered written feedback from 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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