

# Childminder report

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Inspection date: 14 February 2024

<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**

The childminder ensures that children benefit from a wonderful start to their early education. She provides a highly stimulating learning environment, inside and outdoors, to support children to become confident, inquisitive and independent learners. The childminder provides activities that have a very clear focus and are based around children's interests and their developmental stages. This helps children to thrive and make strong progress. Children display excellent problem-solving skills, such as they work out how to fill a container when the water dispenser is empty. They persevere as they try to screw a lid onto a bottle. Children concentrate as they practise balancing on a wobble board. The childminder is highly skilled at recognising when to intervene to help children's learning, and when to stand back to allow them time to do things on their own.

Children form extremely strong bonds with the childminder and her assistant. If children feel a little anxious when they arrive, the childminder makes sure that she gives them time to settle before joining their friends to play. Children feel emotionally secure and enjoy quiet time on the sofa sharing favourite books. Children's behaviour is impeccable. The childminder supports them to understand the impact of their actions on others. Children learn about sharing and taking turns. They beam with pride when they receive praise for being helpful or being kind to their friends. Children have opportunities to make their own choices. The childminder respects and values them, which promotes their self-esteem.

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

- The childminder has an exceptionally strong understanding of how young children learn. This enables her to create a curriculum that provides children with the knowledge and skills they need in order to progress. Most importantly, the childminder recognises the importance of instilling in children a love of learning. This is evident as children thoroughly engage in purposeful activities and are keen to show the inspector what they were doing.
- There is a strong emphasis on promoting children's communication and language. The childminder has attended a considerable amount of training, so she recognises how to support children's speech development. She introduces children to a rich variety of vocabulary as they play. The childminder identifies when children may need more practise to say certain sounds. If required, she will liaise with other professionals to provide more targeted support. The childminder and her assistant consistently remind children to 'use their words' to communicate.
- The childminder follows children's lead when planning learning opportunities. She regularly changes the resources available to maintain children's curiosity. For instance, the childminder use children's current interest in dinosaurs to inspire

them to develop their motor skills as they dig in sand and break ice using wooden hammers to find dinosaurs. Children access books easily and often choose to look at either stories or information books.

- Children benefit from many varied opportunities to learn about the world around them. They make their own binoculars and use pictures to help them to identify garden birds. Children have regular visits to the childminder's allotment. They learn about plant growth and how to care for chickens. The childminder also engages in forest and beach school initiatives, so children spend time exploring places of interest nearby.
- The childminder recognises her role in supporting children to develop self-care skills. She teaches them how to put on their own outdoor clothes, offering help with tricky zips and getting boots on the right feet. The childminder works with parents when children are ready to start using the toilet. At lunchtime, children help to set the table and serve their own food.
- Children learn how to keep themselves healthy. They benefit from nutritious and varied food. The childminder encourages children to try different foods. Children thoroughly enjoy creating their own sandwiches, choosing the type of bread and fillings from a lovely selection. Fresh drinking water is always accessible. Children are reminded about how to stop germs spreading when they cough. They know they must wash their hands after wiping their own noses and before they eat.
- The childminder fully understands her responsibilities in relation to keeping children safe. She supervises children vigilantly, but at the same time helps children to take appropriate risks, such as climbing the ladder to access the slide and using knives to cut their own fruit. The childminder and her assistant are alert to signs that may indicate a child is at risk of harm, and know the procedures to follow to report any concerns.
- Parents are absolutely delighted to have found this highly dedicated childminder. They greatly appreciate the way their children are empowered, stimulated and encouraged to experiment. Effective communication helps parents to find out about what their children are learning, and about how to further develop this at home.
- The childminder is a highly reflective practitioner. She welcomes advice from her local authority. The childminder is a director of a local COVID-19 recovery programme, where early years practitioners from schools, nurseries and fellow childminders discuss and share good practice. She also works closely with local colleges, providing placements and employment opportunities for students. Her assistant is highly appreciative of the inspirational guidance the childminder provides.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY500439
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10317045
<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>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	14 May 2018

## Information about this early years setting

The childminder registered in 2016 and lives in the Ryhope area of Sunderland. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status and works with an assistant. She offers funded early education to 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 provision.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the childminder's provision 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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