

Childminder report

Inspection date: 12 February 2024

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 has an ambitious curriculum in place. This supports her aim for children to develop across all areas of learning during their time with her. The childminder has a particular focus on promoting children's social skills. She takes care to teach children to use good manners and to show kindness to each other. Above all else, the childminder is keen to make sure that children feel happy and well cared for in her home. She ensures this through establishing warm and supportive relationships with children and their families.

The childminder provides children with a wide range of experiences to support their wider understanding of the world around them. She develops children's social skills, such as through regular attendance at playgroups where children sing and dance to music with friends. Children enhance their understanding of the local area, for example, during visits to the local beach. The childminder uses these visits to promote children's wider learning. For example, she explores mathematical concepts when children fill and empty buckets of sand. The childminder develops children's knowledge of the natural world, such as, when discussing the way in which seaweed clings to the rocks.

The childminder has high expectations of children's behaviour. She supports children to follow the well-embedded routines, for example washing their hands prior to mealtimes. The childminder reads stories with high levels of drama and enthusiasm. This engages children very well and they listen closely and show high levels of engagement.

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

- The childminder supports children to develop their knowledge and skills, particularly in the prime areas of learning. She sequences her curriculum to ensure that children make progress. For example, to support children's physical development, the childminder provides plenty of opportunities for children to practise gross motor movements, such as at music groups and through using apparatus in the park. She then encourages children to practise their fine motor skills using tools such as tweezers, before moving on to develop mark-marking skills with pens and paper.
- The childminder supports her curriculum well by providing a variety of high-quality picture books. Children delight in picking out their favourite stories and non-fiction books and return to these favourites frequently. The childminder spends nurturing time reading together with children. Children snuggle into the childminder's lap to listen, looking carefully at the pictures. They join in and finish rhyming sentences with enthusiasm. This quality time together greatly supports children's speaking skills.

- The childminder uses her knowledge of children's stages of development to help her plan activities and experiences. For instance, she has recognised that children who are secure in using shape insert puzzles are ready for greater challenge. The childminder provides connecting jigsaws to extend children's problem-solving skills further, and teaches children the steps to complete these. However, at times, the childminder does not make the most of children's own fascinations in order to engage them more deeply in play. This is particularly apparent during pre-planned activities when children's focus and engagement wavers.
- The childminder supports children's health and well-being. She provides nutritious and home-cooked foods. Children demonstrate how much they enjoy their food, happily eating chopped fruit and scrambled eggs. The childminder also promotes oral health. Children show their understanding of how to keep their teeth healthy as they use a toothbrush on teeth in a dentist role-play kit.
- The childminder promotes hygiene practices. She teaches children the importance of washing their hands. The childminder ensures that this takes place regularly, such as before mealtimes and after wiping their noses.
- The childminder shares information about children's progress with parents during daily handovers. Parents speak highly of the childminder and describe how much their children enjoy attending. They discuss the progress their children make with the childminder, for example, with toilet training and social skills.
- The childminder ensures that she engages in a range of ongoing professional development opportunities, including training relating to safeguarding matters. As a result, the childminder's knowledge and understanding of safeguarding and child protection matters is robust. She has an understanding of how to respond if she were concerned about the welfare of a child.
- The childminder ensures that her home is clean, tidy and a safe environment for children to play and learn in. She uses risk assessments on and off the premises to ensure that she keeps children safe. The childminder helps children to understand how to stay safe on outings, such as when crossing the road.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- give greater consideration to children's interests and abilities to support even higher levels of engagement in their play.

Setting details

Unique reference number	312415
Local authority	South Tyneside
Inspection number	10317022
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	1 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 1997 and lives in South Shields, Tyne and Wear. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector
Dani Taylor

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 and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting 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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