

Childminder report

Inspection date: 15 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend in the caring childminder's company. They share warm and loving relationships with her, and are completely relaxed and settled in her home. Children happily explore the safe and familiar environment, making independent choices about where to play. The childminder skilfully engages children into conversations as they play. She models language and repeats words back so that they can hear them pronounced correctly. The childminder is an excellent role model and has clear expectations of children. Children have impeccable manners. They remember to say please and thank you unprompted.

Children excitedly climb, run, balance and explore in the childminder's well-resourced garden. The childminder gives children praise and encouragement as they propel themselves along on a scooter and ride-on cars. Toddlers develop their small-muscle skills and hand-to-eye coordination as they stack foam bricks together to build towers. They count as they add the bricks on top of each other. The childminder supports children to count to 10. Younger children enjoy exploring metal sieves and spoons. They show great delight as they bang them together to make a sound.

During the COVID-19 pandemic, the childminder ensured that she kept in contact with children and their families, through video calls and text messages. Additionally, she provided parents with ideas to support their children's learning at home.

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

- Overall, the childminder's curriculum helps all children to gain knowledge and skills that prepare them well for their future learning. For example, toddlers develop good manipulative skills as they use tongs to pick up spaghetti. This helps them to develop the skills needed for early writing. However, the childminder's learning intentions, particularly in relation to babies, are not consistently sequenced effectively, to build on what babies can already do to support them to make the best possible progress.
- The childminder provides healthy snacks for children. Children have good opportunities to learn about good hygiene routines, such as washing their hands before lunchtime. However, the childminder does not consistently plan learning opportunities for children to help them to develop their independence skills further.
- The childminder supports children's language development very well. Toddlers are becoming confident communicators. The childminder creates a language rich environment throughout the day. She introduces new words, such as 'lizard' and

'mangle'. This helps children to develop a wide vocabulary.

- Parents are very complimentary about the childminder. They state that she is calm, warm and welcoming. The childminder works closely with families and offers advice about how parents can support their children's learning at home. Parents comment positively about how much progress their children have made.
- The childminder attends training and is undertaking further childcare qualifications to extend her knowledge and skills. She regularly reflects on her practice and the provision she offers. The childminder gathers the views of parents and children to help support improvements in her setting.
- Younger children have immense fun while taking part in creative activities. Older children enjoy singing and exploring with an electric keyboard, and babies enjoy shaking a rain maker. Children listen and sing along to songs as the childminder plays the guitar.
- The childminder brings mathematics into all aspects of children's play. For example, as children play in the sand, she encourages them to find hidden numbers. Children excitedly identify the numbers and put them in order. As children engage in sensory play, the childminder encourages them to measure and compare pieces of spaghetti. This helps to develop children's mathematical skills.
- The childminder's approach helps children to recognise and manage their emotions. When small disputes occur, children are gently reminded to share and take turns. The childminder is consistent and calm in her approach. This helps children to understand about the behaviour that is expected of them.
- The childminder encourages children to follow a healthy lifestyle. She provides children with nutritious snacks and drinks. Children have daily opportunities to be outdoors in the fresh air and develop their physical skills. For example, they climb, dig in the sand and hunt for 'fairies' in the garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She demonstrates a good knowledge of what to do if she has concerns about a child and the referral process to follow. Furthermore, the childminder knows the procedure to follow, should an allegation be made against her or a member of her family. The childminder creates a secure environment, which she carefully risk assesses. For instance, she minimises risks to children by keeping doors locked and using safety gates on the stairs. The childminder regularly updates her safeguarding training. This helps her to keep her knowledge up to date.

What does the setting need to do to improve?

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

- develop the curriculum for babies further so that activities are carefully planned and sequenced to support their progress to the highest level
- plan further learning opportunities to encourage children to develop their independence skills.

Setting details

Unique reference number	2531575
Local authority	Newcastle upon Tyne
Inspection number	10208475
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 8
Total number of places	6
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Newcastle Upon Tyne. She operates all year round from 7.30am to 6pm, Monday to Thursday. On Friday, the childminder operates from 7.30am to 8.45am and 3pm to 6pm. The childminder holds a childcare qualification at level 5.

Information about this inspection

Inspector

Julie Campbell

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 her evaluation of the setting.
- Children spoke to the inspector during the inspection.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector took account of written and verbal feedback from parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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