

Childminder report

Inspection date: 8 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and secure at this friendly and welcoming setting. New children settle quickly. They form strong bonds with the childminder, who is patient, sensitive and kind. Support for children's personal, social and emotional development is good. The childminder encourages children to manage their own feelings and behaviour. She talks to children about their different emotions as they share stories and pictures. The childminder asks children whether they think the puppets they play with are 'happy' or 'sad'. The childminder praises and encourages children. This helps to raise their confidence and self-esteem. Children benefit from secure daily routines. These help them to feel emotionally secure. The childminder is a good role model. She is very respectful and encourages children to use good manners.

The childminder encourages children to be helpful and play cooperatively together. For example, she supports children to take turns and share as they explore with toy animals and musical instruments. The childminder gently explains why it is unsafe to throw toys and discourages young children from putting them in their mouths. Children laugh and giggle as they run on grass in the enclosed garden. They delight in stamping in puddles. Children are enthusiastic, excited and motivated to learn. The childminder and children obviously enjoy each other's company and have great fun together.

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

- Children benefit from a wide range of interesting and challenging activities that cover all areas of learning. Children are willing to try new things and persist when activities become more challenging. For example, when they play the childminder moves the bucket, which children are throwing bean bags into, further away, to challenge their skills and abilities.
- There is strong support for children's developing communication and language skills. The childminder repeats back what children say. This helps children to know that she understands them and that what they say is of value.
- The childminder emphasises new words to help children to increase their vocabularies. For example, she introduces the words 'steam' and 'connect' as children explore with a wooden train track in the playroom. Children enjoy singing and sharing stories with the childminder.
- The childminder weaves children's developing mathematical skills through everyday activities. For example, she encourages children to identify the colours of toy animals and the balls, which they throw during games outside. The childminder counts with children how many bean bags they throw into the bucket as part of an activity.
- Children develop their physical skills well. They jump, climb, throw and balance

with a range of toys in the garden. This helps to develop children's core strength and coordination, which they need for future activities, such as early writing.

- Children develop strength and agility in their smaller muscles through activities, such as playing with jigsaw puzzles and rolling dough. Overall, the pace of activities is good. However, the childminder does not consistently provide enough time for children to fully explore before moving them on to the next activity.
- Children's well-being is supported well, such as through daily access to fresh air and exercise. They benefit from good hygiene routines. Children enjoy a menu of nutritious, balanced and healthy meals and snacks.
- The childminder has completed training in relation to supporting children with special educational needs and/or disabilities. She encourages children's listening and attention skills by gaining eye contact with children and checking that they are listening before providing instructions.
- Partnerships with parents are good. Parents speak highly of the childminder and the care which she provides. The childminder keeps parents well informed of the activities that children take part in and the progress they make.
- The childminder gathers information from parents when children start at the setting and uses this to help identify where children are in their development. She plans individual support for children to embed and extend their learning.
- The childminder reflects on experiences for children and gathers parent's views and feedback. She uses this information to help plan future activities and continuous improvements. The childminder is passionate about the service she provides. She is ambitious for the setting and the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities in relation to keeping children safe. She has attended training in first aid and child protection, including a range of aspects of safeguarding. The childminder knows what might concern her about a child in terms of safeguarding. She knows who to contact and the processes to take to help keep children safe. The childminder has a good general awareness of how to teach children to keep themselves safe and healthy. For example, she teaches children to tidy away their toys, so they do not trip. The childminder models to children how to use cutlery safely at mealtimes.

What does the setting need to do to improve?

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

- provide more time for children to independently explore, before moving them on to the next activity.

Setting details

Unique reference number	2564386
Local authority	Newcastle upon Tyne
Inspection number	10226014
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 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Callerton, Newcastle upon Tyne. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a formal childcare qualification equivalent to 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 provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 held discussions with the childminder at appropriate times during the inspection. She took into account the views of 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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