

Childminder report

Inspection date: 4 October 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

The childminder is keen to provide high-quality care and learning. She constantly reflects on ways she can improve her practice. Children enjoy their time with the childminder. Babies show this as they beam when the childminder slides them down the slide. They giggle when she rolls balls down the slides. Older children demonstrate they are happy as they talk constantly to the childminder. Parents comment that they love 'the nurturing and caring environment'. Children learn to keep themselves safe. For example, two-year-old children know that they must wait in the porch before going outside. They know that the gate into the garden must be closed.

The childminder has high expectations for children's learning. Children have a wide range of opportunities to learn across the whole educational programme. For example, two-year-old children enjoy activities designed to develop their vocabulary. Older children benefit from small-group activities to help them talk about their emotions. Children enjoy their learning and concentrate well, overall. For example, children concentrate intently as they dig in the garden and transfer the soil across the grass to another container.

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

- Children behave well. The childminder has clear expectations, which she consistently reinforces. She makes good use of opportunities to remind children of her expectations. During the inspection, children respond quickly when the childminder reminds them to climb up the steps of the slide. She shares information with parents about how to manage children's behaviour at home. This establishes a consistent approach to managing children's behaviour.
- The childminder plans motivating activities to help children to learn. For example, children thoroughly enjoy playing with jelly. Younger children enjoy exploring the taste and texture. Older children develop new vocabulary and explore how they can use different tools, such as spoons or tongs. This helps children to enjoy their learning.
- The childminder gives children time to explore things themselves. Older children are fascinated with how to use tongs. The childminder supports them well. She demonstrates how to use them and gives them time to try to do it themselves. Children keep on trying, despite the tongs twisting as they press them. They are delighted when they manage to use the tongs to transfer toy caterpillars from one dish to another.
- The childminder has developed a very good working relationship with parents. She has established effective methods of sharing information with parents, including electronic communication and face-to-face conversations. Parents value the ongoing communication about what their children are doing. They say

that they know what their children are doing and how they can support them further.

- Not all activities, particularly group activities, support children's stage of development. For example, babies lack engagement at song time, and crawl away because the activity is not appropriate for them. Two-year-olds lose interest when the childminder talks about the month, days of the week and the weather because it is too hard for them.
- The childminder has a good attitude to keeping her knowledge and skills up to date. She has attended a range of training. Recent training on the early years foundation stage has had a positive impact on how she organises her environment. The childminder explains how she now gives children more time to explore resources, such as blocks, and work out what they can do with them.
- The childminder has a good attitude to working in partnership with other providers. She shares information with settings about where children are in their learning, and finds out how she can support them at home. For example, she works with nurseries to develop a consistent approach to supporting toilet training.
- The childminder has thought carefully about the organisation of her environment. This is set up to allow children to access resources independently and to follow their own interests. With this in mind, she provides a range of resources that children can use in a variety of ways. This helps children to express and develop their own ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of and has thought carefully about how she keeps children safe. For example, small parts are removed from toys so older children can still explore activities independently. She uses cameras to monitor sleeping babies. She locks her doors to prevent unauthorised people entering. She ensures gates into the garden are securely locked to prevent children leaving. The childminder talks confidently about what she would do if she had any concerns about children's welfare. She keeps her knowledge and skills up to date and knows who she would contact if she had any concerns about children's welfare.

What does the setting need to do to improve?

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

- ensure all activities, including group activities, support children's stage of development
- provide higher levels of support to the youngest children to maximise their outcomes.

Setting details

Unique reference number	2565892
Local authority	Newcastle upon Tyne
Inspection number	10250835
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Throckley, Newcastle. She provides care all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the parts of her home she uses for childminding. She explained how she organises her curriculum.
- The inspector observed children playing, both inside and outside. She observed the quality of the childminder's interactions and evaluated the impact on children's learning.
- Parents provided feedback for the purpose of the inspection.
- The inspector spoke to children and parents at appropriate times during the inspection.
- The childminder discussed safeguarding with the inspector and explained how she manages her childminding service.
- The inspector looked at a range of documentation, including those relating to the suitability of the childminder and other members of her household.

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

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