

Childminder report

Inspection date:

30 November 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 thrive in this welcoming setting. The childminder is fun, calm, kind and caring. Children engage for long periods of time, dressing up and developing their imaginative skills. They happily engage with the childminder and invite her into their play. For example, children take on the role of a doctor, and the childminder takes on the role of the patient. Children apply bandages and plasters and ask the childminder if she 'feels better?' The childminder's interactions with children are very positive. This helps children to feel safe and secure with her.

Children benefit from the childminder's high expectations for their behaviour. They are polite and well behaved. Children receive praise and encouragement from the childminder. They have ample opportunities to have fresh air and exercise. Children enjoy a variety of exciting activities in the childminder's well-resourced garden. They ride on push-along toys, roll small balls down pipes and make marks with chalks. This helps to develop children's small- and large-muscle skills. Children happily select what they want to play with from a good selection of toys and resources. They dress themselves in their outdoor clothing and help the childminder to prepare their snack. This helps to develop children's independence skills.

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

- Children's communication skills are well supported. The childminder speaks clearly and introduces new words to extend children's vocabulary. For example, she introduces the words 'temperature, bandage' and 'medication' as she plays imaginatively alongside children. The childminder carefully repeats words back to children, so that they hear the correct pronunciation. Children develop a love of books. They sit cuddled up with the nurturing childminder to hear their favourite stories. This helps to develop children's speaking and listening skills.
- Children enjoy regular visits to toddler groups, where they mix with other children. Children walk to school daily and visit local attractions, such as the museum. The childminder introduces children to other religions, cultures and festivals, through creative activities and books. This helps to develop children's knowledge and understanding of the local community and wider world.
- Relationships with parents are strong. The childminder shares ongoing assessments of children's learning with parents regularly. Parents are appreciative of the childminder supporting them in extending their children's learning at home. This helps children to have continuity between the childminder and their home environment. Parents are exceptionally positive about the service that the childminder provides. They explain that their children have 'come on in leaps and bounds' and describe the childminder as 'amazing at what she does'.

- The childminder teaches children how to keep themselves safe. She explains to children why safety rules are in place and why some actions might hurt them if they are not careful. For example, the childminder provides gentle reminders to children about how to hold and use knives and scissors the correct way.
- The childminder knows the children in her care well and understands what she needs to do to help them develop further. She identifies any gaps in children's learning and plans focused activities to address them. However, at times, the childminder does not offer children challenges through spontaneous routines and activities to build on and extend their learning.
- Children follow good hygiene routines, such as taking themselves to the toilet and washing their hands. The childminder promotes healthy eating for children. This includes talking to children about what types of food are healthy and help them to grow and develop. This helps children to have a good awareness of healthy choices.
- The childminder regularly considers the environment and makes adjustments to improve the setting. For example, she has recently redesigned the garden, so that it meets the needs of the children in her care. The childminder has attended mandatory training, such as paediatric first aid and safeguarding. However, she recognises that she would benefit from further training to raise the already good standard of education to an even higher level.
- The childminder speaks to children with respect and supports them to reflect on how they are feeling. For example, children look at pictures of faces and discuss if they are 'happy' or 'sad'. Children know and understand the rules of the setting. As a result, children behave very well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding. She is fully aware of potential signs that would indicate a child is at risk of harm. The childminder knows what steps to follow should she have concerns about a child's welfare. She completes a range of relevant training to keep her safeguarding knowledge up to date. The childminder understands how to notify the relevant authorities should an allegation be made against her or a member of her household. She has robust risk assessments and policies to help her to keep children safe.

What does the setting need to do to improve?

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

- make more effective use of spontaneous opportunities and routines, to extend and challenge children's learning even further
- engage in further training opportunities in order to develop the quality of education to an even higher level.

Setting details

Unique reference number	2586977
Local authority	Newcastle upon Tyne
Inspection number	10251139
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	2 to 11
Total number of places	6
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Newcastle upon Tyne. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for three- and four-year-old children.

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector carried out a joint observation.

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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