

# Childminder report

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Inspection date: 13 January 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|----------------|
| Overall effectiveness at previous inspection | Not applicable |
|----------------------------------------------|----------------|

## What is it like to attend this early years setting?

### The provision is good

Children form secure relationships with the childminder and her assistants. It is evident that children feel comfortable and emotionally safe and secure at the childminder's home. Young children are focused as they make their pizzas for their lunch. Older children identify the colours of the tomatoes and recognise that the bread is a circle shape. Younger children enjoy exploring the texture and taste of the grated cheese. They refine their small hand muscles as they focus on picking up the small pieces of sliced ham.

Children demonstrate a love of books and listen intently to stories being read to them. Older children confidently take charge as they pretend to read stories to each other. While the childminder and the assistants read familiar stories to children, they actively encourage children to talk about what they can see in the pictures. They introduce new vocabulary, such as 'cunning' and 'tip-toe'. Children point to the photographs displayed on the wall. They confidently name their friends and remember what they were doing. Children behave well and are keen to learn and to be involved in everyday activities. During the COVID-19 pandemic, the childminder used text messages to keep in touch with parents when the setting was closed. She tailored settling back in sessions according to children's individual needs. As a result, children returned happy and eager to meet their friends.

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

- The childminder organises her curriculum in themes to help engage children in learning. Children enjoy first-hand experiences, such as caring for the family guinea pigs. The childminder and the assistants observe children to find out what they can do. They use this information to assess children's progress and to identify their next steps in learning. However, they do not always share this precise information with each other to ensure all their interactions are highly challenging to help children make rapid progress.
- The childminder and the assistants promote children's language development through their interactions. They prioritise babies' language development from the very start and work closely with parents to help them support their early communication. Any concerns are swiftly identified and shared with parents. The childminder works closely with any other professional working with children to help close gaps in children's learning.
- The childminder is very sensitive to the needs of children. She helps children learn to respect each other and promotes their good manners. Children have close relationships with the childminder and her assistants. They use good strategies to help children to play independently and in groups, and to share and to take turns.
- Babies' eagerness to stand and to walk is well supported by the childminder and

her assistants. They eagerly seek out the adults' hands to hold so that they can walk around the room. The childminder offers lots of praise for their achievements. The childminder and her assistants are in tune with children's changing moods and recognise when babies become tired. They cuddle babies as they start to get ready to sleep. Older children are encouraged to lie down to relax as they listen to soothing music and to have their feet gently massaged.

- Children develop their independence during play and routine activities. The childminder and her assistants encourage them to complete tasks for themselves. Children demonstrate a good attitude to learning. They persevere and remain focused until they have succeeded. They demonstrate pride in their own achievements. For example, as they create a tall tower of bricks, they exclaim 'I did it'. The childminder talks to children about the benefit of a healthy diet. However, the childminder does not consistently encourage children to develop good hygiene routines.
- Parents speak highly of the childminder and her assistants. They state their children make good progress in their development. The childminder shares daily information and ongoing assessments with parents. This supports continuity in care and learning.
- The childminder regularly monitors her assistants' practice to identify any specific training needs. She regularly meets with them to discuss their strengths and identify areas for development. The childminder seeks parental views and opinions, and she values what they say. For instance, following a parent's suggestion, she now displays the assistant's photographs and names in the hallway.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of the indicators that a child is at risk of harm. They are clear about the procedures to follow should any concerns arise about children's welfare. The childminder is fully aware of the signs that may suggest children and families are potentially at risk from extreme views and ideas. She knows the procedure to follow if there is an allegation made against herself, an assistant or a family member living in the household. The premises are safe and secure. The childminder and her assistants are vigilant in promoting children's safety.

## What does the setting need to do to improve?

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

- share more regularly children's assessment information and their precise next steps in learning with the assistants to ensure all their interactions are highly challenging to help children make the best progress possible

- make better use of opportunities to help children to learn about the importance of good hygiene routines.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2593245                                                                           |
| <b>Local authority</b>                             | Newcastle upon Tyne                                                               |
| <b>Inspection number</b>                           | 10216648                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 9                                                                            |
| <b>Total number of places</b>                      | 9                                                                                 |
| <b>Number of children on roll</b>                  | 20                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in the Blakelaw area of Newcastle. She operates all year round from 6am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with four assistants.

## Information about this inspection

### Inspector

Janet Fairhurst

### 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 childminder and has taken that into account in her evaluation of the provision.
- The childminder explained her curriculum for children to the inspector, and the inspector viewed the areas used for childcare.
- The inspector observed the quality of interactions between the childminder, the assistants and the children and evaluated the impact that these had on children's learning and development.
- The inspector held discussions with parents and considered their views about the childminder's provision.
- The childminder and the inspector carried out a joint observation.
- The inspector reviewed essential documentation, including the childminder's and the assistants' paediatric first-aid certificates.

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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