

Childminder report

Inspection date: 14 February 2023

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. They learn about the world around them through first-hand experiences. For example, the childminder plans trips to places of interest, such as the airport for children who have an interest in aeroplanes. They watch the planes take off and land, and talk about where they might have come from or be going to. When children show interest in the jobs refuse collectors do, the childminder takes them outside to watch them at work.

The childminder is consistent, caring and kind. She has lovely relationships with the children in her care who she comes to know well. They form close bonds and clearly enjoy each other's company. Children receive lots of praise from the childminder for their learning and positive behaviour. This helps promote their confidence and self-esteem. The childminder tells children exactly what they have done well so they can recognise and celebrate their achievements. The childminder provides strong support for children's growing independence. Children learn to zip up their own coats, hang up their bags and put on their shoes. The childminder provides good support for children to make simple choices and decisions. For example, children choose which musical instrument they would like to use and what toys they would like to play with next.

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

- The childminder is highly qualified. She supports children's learning very well by providing clear instructions and modelling new skills.
- The childminder provides very good support for children's developing communication and language. Children hear lots of language as the childminder chats to them about their play. She provides plenty of time for them to respond and repeats their words to show them she understands.
- Children learn new words and extend their vocabularies. The childminder skilfully introduces new and more detailed words into children's play. For example, she uses 'ram' instead of 'sheep' and 'ladle' in place of 'spoon'.
- Children enjoy daily opportunities for fresh air and exercise and benefit from healthy snacks. There is very strong support for children's physical development. Children stretch and balance as they take part in yoga and music and movement sessions.
- Children strengthen their muscles as they ride push-along toys in the childminder's spacious, enclosed garden. They throw and roll balls and hoops. Children develop their hand and finger muscles and coordination as they fill and empty containers with sand.
- Children learn about nature and how things grow through digging, and planting flowers. The childminder takes children on nature walks and outings to a nearby

duckpond to feed the ducks. Children learn about the wider world around them through trips out on foot and by train. They visit farms, museums and the beach where they collect pebbles to take back to the setting.

- Good support for children's mathematical skills is woven well through everyday play and routines. For example, children identify numbers on dustbins during walks outside. The childminder supports them to name the colour of the toy train carriages they play with and count the number of cars they pretend to park in the toy garage.
- The childminder plans a range of exciting activities and experiences that she knows will interest and challenge the children in her care. However, during play inside, she does not always plan resources for children to explore and investigate using all of their senses, such as, introducing interesting objects and materials that can be used in a variety of ways.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She keeps her skills and knowledge up to date through training and networking events. Recent training on children's physical development and oral health have helped her develop her practice further.
- Parents speak highly of the childminder. They say they are happy with the progress their children make. Parents praise the childminder's good systems for communication and the wide range of activities on offer.
- The dedicated childminder reflects well on experiences for children and gathers the views of parents. She acts on any suggestions made in order to continuously improve the service she provides. The childminder is committed to providing a good quality service for the children and families in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is clean, comfortable and secure. The childminder has a good general awareness of how to teach children to keep themselves safe. For example, she supports children to put their hands over their mouths when they cough and to sit safely at the table while eating. The childminder has a good understanding of her responsibilities in relation to keeping children safe. She knows what might concern her about a child in terms of safeguarding. The childminder knows who to contact and the processes to take to help keep children safe. She has attended training in first aid, food safety and the wider aspects of safeguarding.

What does the setting need to do to improve?

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

- plan resources for children to explore and investigate using all of their senses, such as, introducing interesting objects and materials that can be used in a

variety of ways.

Setting details

Unique reference number	2614174
Local authority	North Tyneside
Inspection number	10209336
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 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in West Allotment, Newcastle. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Julie Foers

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 their evaluation of the setting.
- 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 teaching during activities and assessed the impact on children's learning.
- The inspector 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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