

Childminder report

Inspection date: 18 August 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 develop close relationships with the childminder and her assistant in this welcoming and home-from-home environment. They enjoy cuddles, smiles and comfort from the childminder and assistant when, for example, they come into the setting unsettled. This helps children to feel happy, safe and emotionally secure. The childminder encourages young children to do things for themselves. For instance, she encourages young children to find their shoes to go outside and help to tidy away the toys before lunch. This helps to develop children's independence skills.

The childminder and her assistant have high expectations for children's behaviour. They help children to learn how to share with their friends and take turns. Where children need support to share, the childminder and her assistant quickly provide gentle reminders about their expectations. This helps children to understand what type of behaviours are expected. The childminder provides an interesting range of equipment and resources for children to explore. Children show good levels of concentration as they focus on exploring coloured dough. Older children discuss the colours as they mix the dough together. Young children roll, squash and manipulate dough into shapes, using a variety of tools. The childminder and her assistant support and extend children's learning by adding vocabulary. This helps to develop children's early communication skills.

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

- Children of all ages develop their mark-making skills. Older children hold pens correctly and draw detailed pictures. Younger children practise making marks with large chinks and in coloured sand. This helps to develop the skills they need for early writing.
- Children learn simple mathematical concepts from an early age. For instance, the childminder and her assistant encourage children to name shapes as they place them in a shape sorter. The childminder encourages children to count as they play. This helps children to develop a secure understanding of numbers and counting.
- The childminder supports children's speech and language well. She speaks clearly and repeats words and sentences children use. The childminder introduces new vocabulary, such as 'forwards' and 'backwards'. This helps to extend children's early communication skills.
- Children develop good social skills. The childminder and her assistant are excellent role models. They model good behaviour. Children say please and thank you without being prompted. The childminder and her assistant provide lots of positive praise. This helps to raise children's confidence and self-esteem.
- Relationships with parents are strong. Parents share information about what

their children know and can do on entry. The childminder uses this information to support children's learning. Parents feel they are kept well informed about their children's activities. The childminder has developed activity bags for parents. This helps to support children's learning and development at home. Parents comment that the variety of activities offered is 'fantastic'.

- Overall, the childminder implements her curriculum well. She carries out regular observations and assesses children's development. The childminder identifies next steps for children's development. However, some targets are not always specific enough to help children to make the best possible progress.
- The childminder has a strong commitment to her continued professional development. She carries out effective supervision meetings with her assistants and provides them with support to carry out their role effectively. However, the childminder does not make the best use of self-evaluation to identify key areas for improvement, including using the views of her assistants, children and parents.
- Children develop a good understanding of what keeps them healthy. The childminder talks to children about food which is healthy and nutritious for them, as they play and during snack time. The childminder provides children with a healthy menu and they have daily opportunities for fresh air and exercise.
- The childminder provides many experiences outside of her home. Children enjoy visiting local parks and the local library to choose books. They visit places of interest such as local museums. This helps children to learn about the local community and heritage.
- Children learn about festivals from different cultures throughout the year. Furthermore, they access to a broad range of resources, such as dolls and books. This helps children to understand communities beyond their immediate experience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge and understanding of their safeguarding responsibilities. They attend regular safeguarding courses to keep their knowledge up to date. The childminder and her assistant are able to identify the signs of possible abuse and neglect. They understand the correct procedure for reporting a concern. The childminder and her assistant are confident of the procedure to follow if they had any concern about another adult working with children. The childminder completes risk assessments of her home and garden. This helps to maintain a safe environment for children.

What does the setting need to do to improve?

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

- identify the most important skills and knowledge which children need to learn next, to support children's individual needs more precisely
- clearly identify key areas for improvement, taking into account the views of assistants, children and parents to enhance the provision even further.

Setting details

Unique reference number	2641895
Local authority	Newcastle upon Tyne
Inspection number	10305300
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	0 to 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Newcastle. She operates all year round, including some weekends, from 6am to 7.30pm. The childminder has two assistants. She is in receipt of funding to provide early education for two-, 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector, through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder, her assistant and children.
- The inspector carried out a joint observation with the childminder and discussed self-evaluation.

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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