

Childminder report

Inspection date: 24 July 2025

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

There is a real family feel within the childminder's home, where children settle quickly and develop confidence. The childminder affectionately describes them as her 'crew'. Parents say she is one of their children's 'people', indicating how much she means to them and their family. This demonstrates the deep sense of belonging that children have in the childminder's care.

The childminder prioritises children's emotional well-being. Through consistent routines and warm reassurance, children learn to recognise, express and manage their feelings. The childminder's clear expectations and calm, firm reminders support their positive behaviour. Children show that they feel safe and valued. They play happily, share ideas and show readiness to take on new challenges.

The curriculum aims to prepare children for school. The childminder wants children to be socially confident and resilient in readiness for later learning. She sequences children's learning well to ensure that they have a solid foundation of skills to build on. For example, her focus on helping children to develop their hand muscles prepares them well for learning to write. Children practise these skills during fun activities, such as using squeezing triggers to squirt coloured water and tracing shapes through rice with their fingers. Learning plans fully consider what each child needs to learn next. This contributes to children's sustained progress and their good achievements.

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

- The curriculum provides meaningful, real-life experiences alongside a wide range of appropriate and appealing opportunities for play. Through, for example, visits to parks, beaches and museums, and songs, stories and role play, the childminder helps children to understand the world around them. She plans activities carefully to ensure that children develop skills across each area of learning.
- Teaching supports children's progress well. The childminder encourages children to make links between new learning and what they already know. Children use new knowledge spontaneously and recall prior learning. For example, they use their knowledge of a favourite story to create a new story about polar bears. This helps to reinforce children's learning and contributes to their good achievements.
- Children very much enjoy their learning in this relaxed and fun-filled environment. For example, musical sessions spark joy and encourage children to join in. The childminder chooses songs that children know and allows them to pick their favourites. Older children sing and dance eagerly, showing imagination, coordination and a sense of rhythm. Babies respond with increasing

familiarity to words and actions, which supports their developing language and communications skills well.

- The childminder has a kind, calm and supportive approach. She models respect, consideration and offers children consistent praise and encouragement. She encourages responsibility through playful routines like the 'tidy-up song', and praises children's efforts with reward stickers. Children share toys and play happily with their friends. When frustrations arise, the childminder offers gentle reassurance and helps children to resolve problems, which helps children to build resilience.
- Overall, children are eager learners who concentrate well during play. Occasionally, however, they become distracted during activities. Background music, at times, takes their attention away from the childminder's teaching. Older children lose focus during some group activities. For example, when they choose to play with younger children and their toys instead.
- Everyday routines help children to understand the importance of healthy lifestyles. They talk about hygiene, such as telling their friends to wash their hands properly to 'get rid of germs that they can't see'. Activities, such as making fruit kebabs, help children to learn about nutrition and to be confident to try new foods. They talk about tastes, textures and where food comes from. Regular outdoor play provides plenty of opportunities for fresh air and exercise that further supports their physical well-being.
- Daily reflections, discussions with other childminders and her own reading and research help the childminder to evaluate her provision. She has a realistic overview of her strengths and is very ambitious to raise the quality of children's care and learning to even higher levels. She has identified areas of her practice that she wants to build on. For example, she plans to extend the range of resources in her home and deepen her understanding of specific teaching areas, such as outdoor learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- minimise distractions to help strengthen children's attention and concentration skills and deepen their engagement in learning
- continue to reflect on practice and implement sharply focused professional development strategies that help to raise the already good quality of education to even higher levels.

Setting details

Unique reference number	2735503
Local authority	North Tyneside
Inspection number	10399886
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	1 to 8
Total number of places	12
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Whitley Bay. Opening hours are from 7.30am to 5.30pm, Monday to Friday. She operates all year round, except for family holidays and bank holidays. The childminder works with an assistant. She provides government-funded places for childcare.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how she organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The childminder provided relevant documents to support discussions about the leadership and management of her provision.
- The inspector spoke to two parents and looked at written feedback from others.

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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