

Childminder report

Inspection date: 17 June 2024

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

This is a calm and well-organised, home-from-home childminding setting. Children happily play and learn alongside their friends, supported by a team of childminders and assistants. The childminder and the team are attentive towards children and respond promptly when children show signs of needing support, such as when they are tired or thirsty. This helps children to feel safe and secure when in the setting.

The curriculum and quality of teaching from the team have a very positive impact on children's overall development. The childminder ensures that the curriculum is ambitious in its aim to prepare children well for moving on to school. She supports children to become independent and self-confident, as well as teaching some early literacy and mathematics skills such as name recognition and counting. The childminder supports children in developing a broad knowledge and understanding of the world through a range of trips and visits, such as to the aquarium and the farm.

The childminder and her team have high expectations of children's behaviour and are proactive in teaching important social skills such as sharing and turn-taking. They role model kindness and good manners, and this is reflected in children's own behaviours, such as when taking turns to go down the slide in the garden.

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

- Well-embedded routines support children to understand what is happening throughout the day, and independence is consistently promoted. For example, at snack time, babies self-feed finger foods. Older children are given the support they need to succeed when potty training.
- The childminder and her team demonstrate warm relationships with children and frequently provide praise when they practise new skills. This helps children feel confident and happy. Children develop key social skills. For instance, they smile and laugh as they take turns to spin on the mini roundabout.
- Children are supported to develop across all areas of learning through purposeful interactions with staff. The childminder and her team provide modelling to help children learn to do new things. For instance, they demonstrate to toddlers how to successfully make a sandcastle in the outdoor sandpit.
- The curriculum has a key focus on supporting children's language development. Songs and stories are used on a daily basis to promote speech, and staff role model language well. That being said, strategies to support children who need more support to develop their speech are not as well embedded as they could be. For instance, visual communication cards are in place but not used consistently. Additionally, the childminder has not considered the impact of background music on babies' ability to tune into the high-quality language

provided.

- The childminder understands the importance of promoting physical development and, to an extent, the environment is planned to support these skills. For instance, the climbing frame is used to promote grasping and balancing and children practise cutting their own fruit at snack time. However, the childminder has not considered how the curriculum can extend children's physical development even further. For instance, toddlers are provided with thin colouring pencils which do not suit their developing grasp. Older children are stopped from running outside, in case they run into babies. As a result, children's development is hindered at these times.
- The childminder ensures that there are clear lines of communication with both parents and the team. This ensures that there is a joined-up approach to supporting children, including those with special educational needs and/or disabilities. Information is gathered from parents when children first join. For instance, when babies join the setting, the childminder and her team ensure that they understand their routines and needs. This means that babies settle into the setting very quickly and parents feel confident in the care their children receive.
- The childminder reflects on practice and evaluates the setting. For instance, she discusses changes that were made to improve the curriculum and ensure that children receive a broad range of experiences. However, the childminder has not met the requirements of her registration to notify Ofsted of significant events and other required changes. This has been discussed with the childminder and she now understands her responsibility to make any notifications within 14 days.

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:

- provide further support for all children in their language and communication development, particularly for those who require additional support in this area
- further strengthen understanding of child development and embed this into practice to ensure that children have every opportunity to flourish, particularly in their physical development.

Setting details

Unique reference number	2746611
Local authority	Newcastle upon Tyne
Inspection number	10355668
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	10
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works at her co-childminder's home in Blakelaw, Newcastle upon Tyne. She works with her co-childminder and four assistants. She operates all year round, from 6am until 6pm Monday to Thursday and from 6am until 5.30pm Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification in childcare.

Information about this inspection

Inspector
Dani Taylor

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- 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 childminder and the inspector carried out a joint observation during snack time.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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