

Childminder report

Inspection date: 2 September 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

Children are very happy, settled and confident in the care of this kind and nurturing childminder. She is attentive and responds quickly to their needs, which helps them to feel safe and secure. Children demonstrate a strong sense of belonging, for example when they snuggle up closely to the childminder to share a story.

The curriculum focuses strongly on children's physical development, social skills and communication. This, overall, helps children to develop a strong foundation for learning. The childminder observes children as they play and completes detailed assessments of their progress. This helps her to understand what children need to learn next and, generally, informs her activity plans. For example, she carefully considers how her interactions with children can help them to extend their vocabulary. Children learn new words quickly and use them in their play.

Children are keen learners who show increasing independence and confidence in what they can do. The childminder's positive encouragement and consistent praise help children to develop perseverance and pride in their learning. They are highly motivated and very curious. The childminder models courtesy and respect consistently. Children are polite, using 'please' and 'thank you' frequently and without prompting. They show concern for others and learn to share and take turns.

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

- The childminder has clear aims for the activities that she provides. For example, while children make 'traffic light' dough, she teaches them about 'stop' and 'go' to strengthen their understanding of road safety. Activities are appealing and are linked to children's interests. This helps to motivate children and keep them focused. They enjoy their learning and make good progress overall.
- Support for children's developing language skills is a distinct strength. The atmosphere is filled with lively conversations. The childminder talks to children during play and gives them plenty of time to think and respond to her skilful questions. Children make remarkable progress and are confident talkers.
- Assessments are thorough and clearly identify children's strengths and any areas where they may need a little more support. However, occasionally, the childminder does not match her teaching closely to her findings. Sometimes, her focus on other areas of development contributes to less effective support for more specific areas of learning. For example, she does not plan precise ways to better support some children who make slightly lower achievements in mathematics and literacy.
- Children respond positively to the childminder's gentle guidance and reminders. Routines are well established. Children know what comes next in their day,

which helps them to feel secure. They are keen to help the childminder and enjoy having responsibilities. For example, children help to clear away the toys at the end of their play session.

- The childminder knows children very well. From the outset, she gathers detailed information from parents about children's care needs, which helps her to meet them precisely. Children are very relaxed and happy in her care. They develop confidence and independence, for example when pouring their own drinks at the table.
- Activities and routines help children to develop an understanding of how to stay safe and healthy. For example, children know to wash their hands before eating to remove germs. They enjoy nutritious meals and snacks and benefit from plenty of fresh air and exercise, for example during outings and time spent in the garden.
- Reflections on practice help the childminder to enhance children's experiences. For example, each week, she reviews which activities have been effective and plans ways to build on this. The childminder attends relevant training courses, which significantly strengthen her knowledge about how to keep children safe. However, she does not fully consider ways to build further on her teaching skills and enhance the already good quality of education.
- Parents speak very highly of the childminder. They particularly like the home-from-home, loving environment that she provides and say their children love their time with her. The childminder gathers parental feedback and takes full account of this, for example by sharing even more information about her aims for children's learning. This helps parents to build further on children's progress at home.

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:

- refine planning so that it matches children's learning needs more precisely and supports strong progress across all areas of development
- make even better use of professional development to further strengthen the good quality of education.

Setting details

Unique reference number	2777274
Local authority	Newcastle upon Tyne
Inspection number	10413895
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Gosforth, Newcastle upon Tyne. She works alongside another childminder. She operates all year round, Monday to Friday, except for bank holidays and family holidays. Opening hours are from 7.30am to 5.30pm. The childminder holds an appropriate early years qualification at level 3. She offers government-funded childcare places.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the areas of the home used for childcare and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her provision, including the aims of her early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder spoke to the inspector about the leadership and management of her provision and provided relevant documents to support these discussions.
- Parents provided written feedback to share their views about the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025