

Childminder report

Inspection date: 23 April 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and nurturing environment, where children are extremely happy, settled and confident. She knows children well and tailors her curriculum to reflect their individual needs and interests. As a result, children make good progress in all areas of learning. The childminder helps children to learn valuable life skills and socialise with others, such as through regular outings in the local community. Children regularly visit museums, beaches and the local countryside. The childminder uses these experiences to teach children about the world around them. She takes account of children's previous experiences. For instance, the childminder takes children swimming each week, to develop their physical skills and confidence in the water.

Children behave very well. The childminder teaches children to use good manners, has clear expectations and is gentle and sensitive. She encourages children to take turns, such as when playing board games. Children have a voice in this setting. The childminder respects children's views and choices, and engages them in lovely conversations. She knows children and their families well. As a result, children feel secure, form strong attachments and develop confidence in expressing themselves. Children learn how to keep themselves safe. For example, the childminder teaches them about road safety and the risks of climbing on a chair.

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

- The childminder plans a curriculum that is shaped by what children need to learn next. She focuses on teaching children through child-led play. The childminder skilfully follows children's lead, promoting their independence and confidence. As a result, children are motivated and engaged in their learning.
- The childminder develops children's early literacy skills very well. Books play an important part in children's day. The childminder displays books for children to freely access and regularly reads stories to children. Children develop a further love of reading, such as on trips to the local library.
- Children show strong mathematical skills as they play. When making models with small beads, they confidently sort them by colour and make repeating patterns. The childminder encourages children to count, recognise numerals and think about numbers which are 'bigger'. Children become very adept at solving mathematical problems.
- The childminder supports children to develop strong communication and language skills. She constantly engages children in conversations and provides a commentary on their play. The childminder teaches children new vocabulary, such as the names of different vegetables such as 'aubergine', and the names of different dinosaurs. This all helps children to become very confident communicators.

- Children learn to make healthy choices and understand the importance of looking after their bodies. They have plenty of opportunities for physical play in the fresh air, either on outings or in the childminder's garden. The childminder makes sure that children can independently access their drinking water to stay hydrated.
- The childminder teaches children about the importance of a nutritious diet. She works with parents and carers to provide healthy snacks and packed lunches for their children. Children enjoy growing fruit in the childminder's garden, such as tomatoes and strawberries. The childminder engages children in regular cooking and baking activities, for example making vegetable soup.
- Parents speak positively about the care and education their children receive. They receive lots of information about their children's learning. Parents comment that their children are extremely happy in this setting and look forward to coming.
- The childminder demonstrates a secure understanding of how to support children with special educational needs and/or disabilities. She is committed to providing inclusive practice and adapting activities, where necessary. The childminder knows when, and how, to involve external professionals to help children to catch up in their development.
- The childminder has a long-standing relationship with the nursery at the local school. She works with other settings children attend when there are gaps in children's development. The childminder shares information verbally about children's care needs. However, she does not consistently share precise information about individual children's next steps in development, to complement their learning further.
- The childminder attends all mandatory training. She reflects on her practice and seeks feedback from others to make improvements. However, the childminder has not focused professional development to extend her knowledge and enhance the quality of education further.

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:

- strengthen partnerships with other settings children also attend to share more detailed information about children's learning
- focus professional development opportunities on extending the quality of education even further.

Setting details

Unique reference number	309923
Local authority	North Tyneside
Inspection number	10392823
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	4 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 September 2019

Information about this early years setting

The childminder registered in 1993 and lives in the Benton area of Newcastle upon Tyne. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their written views 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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