

Childminder report

Inspection date: 5 November 2024

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

Children are very happy with the childminder. Parents comment that their children love going to see the childminder. They comment that she is loving, patient and caring. The childminder has a good relationship with children, who greet her happily when they arrive in the morning or come out of school. Older children settle quickly to activities and talk to the childminder about their time at school or nursery. The childminder teaches children how they can keep themselves safe. For instance, children learn how to negotiate the step on the decking in the garden. Older children learn how to use knives and cutters safely.

The childminder wants children to achieve their full potential. She uses a range of online resources to provide meaningful and enjoyable learning experiences. Children behave well. They know the routines and follow these with ease. For example, three-year-old children come in from nursery, take their shoes off and put them next to the storage box. They follow the childminder's instructions when she asks them to tidy up or wash their hands. Parents feel that the childminder is firm but fair and that their children benefit from the clear boundaries she sets.

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

- Children enjoy their learning. They thoroughly enjoy making firework pictures and putting glitter and sequins on them. Children concentrate well as they watch the childminder and learn how to put paint on lollipop sticks. They persevere when things are more challenging. An example of this is when children use shape cutters to cut fruit. They try various methods to cut the pineapple into shapes or to get the fruit out of the cutters when it is stuck inside.
- The childminder provides a range of healthy meals and snacks. The childminder has attended training on healthy eating and shares this information with children and parents. She gives children clear messages about healthy lifestyles. For example, they walk to and from school. Children learn the importance of washing their hands when they come in and before eating.
- The childminder's curriculum is generally ambitious. She thinks carefully about the skills children develop over time. However, occasionally, the curriculum for older children is too challenging. This is because the childminder does not have a strong enough understanding of the order in which older children develop their literacy and numeracy skills.
- The childminder has a very good relationship with parents. She shares information about what children have been doing and gives advice to parents about how they can support their children at home. For example, the childminder advises parents to use stories, songs and rhymes to support their children's language development.
- The childminder attends a range of training and acts on the messages from this.

For example, she explains she now feels more confident in supporting child development. The childminder focuses more precisely on what children need to learn next and uses this information when she is working with children.

- The childminder supports children's communication well overall. She listens to children and extends what they are saying. The childminder uses songs and rhymes to expand their language and vocabulary. Occasionally, however, the childminder does not use effective strategies when she encourages children to express their thoughts and ideas.
- The childminder has a very good relationship with the local schools that children attend. When children first start, the childminder shares information with the teachers about children's stages of development and learning styles. She finds out what children are learning in nursery and extends this further. For example, the childminder extends children's learning on autumn and they make a range of pictures from autumn leaves.
- The childminder provides advice and support to any assistants that she works with to ensure that they develop their knowledge and skills. She ensures that they attend necessary training, such as paediatric first aid.

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:

- improve understanding of the order in which older children develop their literacy and numeracy skills
- make better use of all strategies to support children to express their thoughts and ideas.

Setting details

Unique reference number	310055
Local authority	North Tyneside
Inspection number	10357573
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 December 2018

Information about this early years setting

The childminder registered in 1992. She lives in New York, North Tyneside. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She occasionally works with an assistant. The childminder offers government-funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her curriculum.
- Parents provided written feedback for the purpose of the inspection.
- The inspector and the childminder evaluated an activity together.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The childminder showed the inspector a range of documents. She discussed how she keeps the children safe.
- The inspector observed the children playing and learning, and evaluated the quality of the children's learning.

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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