

Childminder report

Inspection date: 27 March 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 is kind, caring and warm. She knows children and their families very well. This helps children to be happy, settled and build secure attachments with the childminder. The childminder plans a curriculum around children's interests, stages of development and what they need to learn next. She focuses on developing younger children's communication and physical skills. The childminder recognises the skills that older children need to acquire to be ready for school. For example, she teaches children to be confident, independent and kind. The childminder places a focus on child-led learning. She is an effective play partner and adapts her interactions to the age and stage of children.

The childminder uses the local community and visits to enhance her curriculum. She takes children to local groups to develop their confidence with other children and people. Children regularly visit the beach and places of interest in the local area. The childminder uses these visits to teach children about the world around them. The childminder has clear expectations for children's behaviour. Children behave well and listen to her instructions. The childminder resolves any minor disagreements sensitively and calmly. She helps children to work out a solution together. For example, when children want to play with the same car, they work out together that they can take turns with it. Children are confident in this setting. They happily chatted to the inspector about their morning in nursery and things that are important to them.

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

- Children develop high levels of independence in this setting. The childminder encourages children to do things for themselves at every opportunity. For example, even very young children attempt to cut up their fish fingers with child-sized cutlery. Children learn to meet their own care needs, such as washing their hands and dressing themselves, very capably.
- The childminder plans activities that excite and motivate children. Children show perseverance and are willing to have a go. For instance, they explore a variety of sensory materials in 'treasure boxes'. Older children try hard to pour sand through funnels without spilling any, while toddlers carefully place stones into bun cases. This also helps to develop their hand-eye coordination.
- Children develop very good communication skills. The childminder constantly engages children in conversations and provides a commentary on their play. She introduces new vocabulary and extends what children say. Children are keen to communicate and express their views, knowing they will be listened to.
- The childminder develops children's mathematical skills as they play. She adapts her teaching to what individual children need to learn next. For example, she supports toddlers to sort and match objects and develop one-to-one

correspondence. Older children count confidently and begin to solve simple number problems.

- Children have lots of opportunities to develop their physical skills. The childminder regularly takes children to the park to practise their large physical skills. Children confidently use ride-on toys in the childminder's garden to propel themselves or practise pedalling. The childminder teaches them to be aware of the space around them and others to learn how to stay safe. Toddlers confidently climb the stairs to a small slide, knowing to hold on to the sides.
- The childminder places a focus on children understanding about healthy lifestyles. She places an emphasis on children playing and learning outdoors in the fresh air. The childminder provides healthy and home-cooked meals, which children tuck into heartily.
- The childminder meets children's care needs very well. However, at times, she does not organise routine times of the day to ensure that children are engaged in their learning. For example, children have to sit and wait too long for their lunch without anything to do or occupy them. As a result, they become restless and not engaged in their learning.
- The childminder attends all statutory training, such as first aid and safeguarding. However, she does not focus her professional development to enhance the quality of education further and keep up to date with some aspects in early years practice.
- The childminder shares information with parents about children's learning, including through photos, messages and daily verbal feedback. Parents are positive about the service they receive. They comment that their children look forward to attending and they appreciate the variety of activities the childminder provides for their children.

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:

- plan opportunities for children to remain engaged in their learning during routine times of the day
- focus professional development opportunities on extending knowledge and the quality of education further.

Setting details

Unique reference number	310107
Local authority	North Tyneside
Inspection number	10372617
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	6
Number of children on roll	9
Date of previous inspection	29 April 2019

Information about this early years setting

The childminder registered in 1993 and lives in Whitley Bay, Tyne and Wear. She operates all year round, from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate 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.
- The inspector viewed parents' written comments about the setting.
- 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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