

# Childminder report

---

Inspection date: 15 May 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children thrive as they confidently engage in personal interactions with the childminder. Babies babble to communicate while exploring small-world animals and figures. They interact confidently with each other as they play through early speech sounds and gestures. The childminder's strong focus on communication development is effective. Children learn the impact of their own voice. They have a positive start to their education, becoming confident communicators from a young age.

The childminder knows children well. Children make good progress from when they start at the setting. The childminder's curriculum encourages children to build a strong sense of self. Her passion and care for children reflects in her practice. Children are joyful. Babies chuckle as the childminder sings to them within a warm, loving space. Babies are nurtured as they express a range of emotions. This ensures that they feel safe and secure. Children flourish in their emotional development. Expectations of children's good behaviour are high. Children learn to behave well and show positive attitudes to their learning.

Children benefit from having a large, open playroom, in which they can move freely. Babies toddle and use large muscles to crawl and walk. The childminder further supports children to be physical by visiting local parks. Children practise running and using large play equipment to climb and balance. Regular opportunities to practise movement promotes children to be active. This supports active lifestyles, where children learn to be happy and healthy.

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

- The childminder plans learning effectively. Babies use their hands to crunch shredded wheat. They practise handling spades, rakes and tweezers to dig for spiders in cooked spaghetti and cornflour. Sensory messy-play exploration allows children to practise using their large and small muscles. This helps children to develop manipulation and control techniques.
- Over time, the childminder has developed a good understanding of nationally published early years standards and adheres to them well. However, some recent revisions to this guidance are yet to be applied in her practice. This means that her knowledge is not fully up to date to support children's learning and development.
- The childminder communicates well with children. Babies explore shape sorters together, listening to simple instructions. They enthusiastically copy the childminder's actions. This, along with their advanced listening skills, helps children to make good progress.
- Children are keen to learn. Babies are able to concentrate on tasks for

appropriate lengths of time, such as reading and completing simple inset puzzles with support. They show a willingness to join in, to have a go at activities and to develop positive attitudes to overcoming challenges through play.

- The childminder helps children to develop their independence and self-help skills from a young age. For example, babies are able to use their own drinking cups and bottles. Children learn to feed themselves at snack time. The childminder ensures that children are familiar with the setting's care routines, such as cleaning their hands and faces.
- Children behave well. They play alongside others kindly. Babies learn to share and take turns when building with blocks. They respond well to boundaries. They listen to the childminder and take comfort from her reassurance and praise. Babies display patience when waiting for the childminder's attention.
- The childminder is inclusive and fair. Children of diverse cultures and backgrounds are celebrated. Books, resources and activities promote differences when learning about children's religious festivals, such as Diwali. Children learn the importance of diversity and individuality.
- Partnerships with parents are strong. The childminder skilfully adapts the time given to children's settling-in sessions to reflect each child's varying needs. This helps learning get off to a good start. Parents are kept well informed of their children's progress through, for example, electronically sharing her observations. Parents acknowledge that their children make good progress, particularly in their confidence and independence. Parents are encouraged to continue children's learning at home. Parents say they feel well informed and supported and are happy.
- The childminder has strong community links. Children enjoy going to the local library and stay-and-play sessions, such as rhyme time. This supports children to build on their next steps of learning, with a particular focus on communication and language. Children become familiar with others in their community. They build a sense of self and become confident in social environments.

## 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:**

- ensure that the most up-to-date statutory and non-statutory guidance for early years standards are adhered to, in order to support children's learning and development even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 311770                                                                            |
| <b>Local authority</b>                             | Gateshead                                                                         |
| <b>Inspection number</b>                           | 10392851                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 19 September 2019                                                                 |

## Information about this early years setting

The childminder registered in 1992 and lives in Gateshead. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jade Charlton

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025