

Childminder report

Inspection date: 24 June 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

Children are confident and happy with their caring and friendly childminder. She responds warmly to them, which helps them to feel safe and secure. The childminder has high expectations of children's behaviour. She uses words of encouragement, which reinforce positive behaviour. For example, she often tells children, 'good work for tidying up', 'well done for remembering'. This helps children understand rules and their importance.

Children feel confident to make independent choices. They recall past experiences during play. For example, younger children happily pretend to mix in the role-play area, putting their cake in the oven. Older children choose to play with superhero characters and talk about how high they can fly. The childminder gives children regular opportunities to meet other children at local playgroups, parks and other places of interest. Children excitedly talk about climbing at the park and doing it 'all by themselves'. This helps to develop children's social skills and independence.

The childminder provides a fun and inviting environment. She builds on what children already know and can do, using their interests as a hook to draw them in. For example, children are interested in dinosaurs. The childminder introduces words, such as 'triceratops' and 'tyrannosaurus rex'. She encourages children to count the dinosaurs and think about which one is the 'tallest' and 'smallest'. This helps to promote children's early language and mathematical skills.

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

- Overall, the childminder plans a balanced curriculum. She completes ongoing assessments of children's learning and uses the information to help her identify what children can do and what they need to learn next. This helps children to make good progress in their learning.
- The childminder evaluates her practice well and has a positive attitude towards her continued professional development. She identifies areas that aim to enhance her provision. For example, training on autism awareness has helped her to understand how to support children with autism. The childminder ensures that mandatory training is up to date.
- The childminder plans exciting activities and uses them to introduce language and an understanding of the world around them. Children recall they have been learning about the life cycle of the caterpillar. The childminder talks to them about the changes from a caterpillar to a butterfly. Children remember words, such as 'larvae, cocoons, pupa' and 'chrysalis'. This promotes children's understanding of the natural world and stimulates a sense of curiosity and inquisitiveness. Older children show high levels of concentration and enthusiasm. However, some adult-led activities are not always differentiated for younger

children. This means that, on occasion, some children do not have opportunities to fully engage to further extend their learning.

- Mathematical language is woven throughout the children's day. Children are exposed to counting songs and rhymes. They spontaneously start to sing 'Five Little Monkeys'. Older children hold up their fingers as they start to count, younger children excitedly jump up and down, recognising the song and wanting to join in.
- Children learn the importance of personal hygiene practices, such as regular handwashing and drinking water when they have exercised. These habits help children to take responsibility for their own health.
- The childminder uses everyday opportunities to support children's learning. For example, while washing their hands she talks to children about the temperature of the water and asks what happens when they mix hot and cold together. Children know this will make the water warm, just right for them to wash their hands. This demonstrates that they are beginning to understand early scientific concepts.
- Parents are extremely happy with the childminder and often return with siblings. They talk about feeling involved and up to date about their child's development. They comment their children have come on 'leaps and bounds' since being with the childminder and have noticed a difference in their child's language and social skills.
- For children who attend more than one setting, partnerships are not so well developed. On occasion, the childminder communicates with other professionals involved in children's progress. However, this is predominantly via parents. Therefore, the childminder herself has not established effective ways to share information to develop a more complementary approach to supporting children's learning.

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:

- reflect further on the different rates at which children develop, so that all activities are planned to meet the individual needs of the children taking part
- strengthen partnerships with other providers to support greater continuity and consistency in children's learning.

Setting details

Unique reference number	312480
Local authority	South Tyneside
Inspection number	10392930
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 October 2019

Information about this early years setting

The childminder registered in 2000 and lives in South Shields, Tyne and Wear. She operates all year round from 7am to 5pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early education for children.

Information about this inspection

Inspector

Sonia Berry

Inspection activities

- Children spoke with the inspector during the inspection.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting 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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