

Childminder report

Inspection date:

13 October 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

Summary of key findings

This provision meets requirements

- The childminder explains that due to the COVID-19 pandemic, parents leave their children at the door. She describes how this new routine is working well in helping children to separate quickly and smoothly from their parents when they arrive. She describes how she ensures the environment is clean and safe for children and understands that children's health and hygiene take high priority. For example, she explains how all children have individual hand towels to minimise germs.
- The childminder understands her responsibility to safeguard children. She explains how she teaches children how to manage risks and learn to stay safe. For example, she explains how older children learn how to cross the road on the way to school and understand the boundaries they must not cross while out on visits to the park. The childminder explains how she helps younger children to understand they must hold her hand or pushchair. The childminder ensures her knowledge of child protection is up to date, including safeguarding issues such as county lines. The childminder understands how to refer any concerns to the relevant authorities.
- The childminder has an up-to-date first-aid qualification. This means she would be able to act swiftly in an emergency.
- The childminder discusses how she plans a child-led curriculum. She knows children well and has a good understanding of their interests and what they need to learn next. The childminder explains how she swiftly identifies any gaps in their learning by observing and monitoring children's progress. For example, she explains how she promotes mathematical learning through everyday activities and resources, such as accessing numbered stacking cups.
- The childminder discusses how she gains detailed information from parents. She discusses how she would work collaboratively with parents to support the children's individual next steps for learning. For example, by sharing information through discussion and electronic communication.
- The childminder recognises the importance of partnership working. Where children attend other settings, she explains how she liaises with them to identify what they are teaching children. She then incorporates these aims into her teaching. For example, she focused on the initial sounds in words for children who needed additional support in their speech and language. This ensures that there is consistency between both settings.
- The childminder promotes an understanding of different cultures. For example, she celebrates festivals and provides children with a variety of foods that reflect different cultures.
- The childminder describes how she provides children with experiences and opportunities to explore their local environment. For example, she explains how she takes them on visits to the local park, museums and for walks to help children learn about the community they live in.
- The childminder explains how she encourages children to have a healthy lifestyle. She describes how she prepares healthy and nutritious meals. Children

have daily opportunities for fresh air and exercise outdoors in the childminder's large garden.

- The childminder advocates positive behaviour. She describes how she speaks to children in a calming manner. She shares how she praises children often for their efforts, to help build up their self-esteem.
- The childminder explains how she monitors and reviews her practice regularly. She takes into consideration the views of parents and children through regular discussions. She discusses how she constantly looks at ways to improve her setting.

There were no children in the early years age range present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no early years children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Setting details

Unique reference number	318797
Local authority	Newcastle upon Tyne
Inspection number	10229422
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	2 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	1 December 2016

Information about this early years setting

The childminder registered in 1991 and lives in Fawdon, Newcastle upon Tyne. She operates all year round, from 7am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder supports children who speak English as an additional language.

Information about this inspection

Inspector
Claire Crumpton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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