

Childminder report

Inspection date: 18 January 2023

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 thrive with this caring childminder, where they are treated as part of the family. Parents appreciate the care given to their children. They say that they feel reassured to leave their children with the childminder because they know they are happy and comfortable. Children demonstrate this as they play alongside the childminder with the small-world figures. They snuggle up together to look at books. Children are safe. They learn how to go up and down the stairs in the childminder's home safely as they hold onto the handrail. They learn the importance of sitting correctly on chairs so that they do not fall.

The childminder generally has high expectations of children's learning. She uses everyday experiences to reinforce learning. For example, children count with numbers in order as they go up and down stairs. They enjoy their learning and concentrate well. Children thoroughly enjoy exploring different cutters in the play dough. They concentrate well as they use the tools to make different patterns. They are keen to explore how they can fit magnetic shapes together to make a ball. Children are confident and talk enthusiastically to visitors, such as the inspector, about what they are doing.

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

- The childminder knows children well and has thought carefully about how she can help children develop their skills over time. For example, she explains how she is helping children to develop their communication skills. She provides small-world figures and equipment to help children to recall and talk about visits to the park. This helps children communicate confidently.
- The childminder provides a range of activities to build on what children need to learn next. For example, she plans activities to help children develop their small-muscle skills. However, occasionally, the childminder does not provide the highest levels of support and challenge. For example, activities that she provides to develop children's small-muscle skills are sometimes too easy. However, children enjoy their learning and concentrate well despite this.
- Children behave well. The childminder has clear expectations that she consistently reminds children of. Children respond quickly when they are asked to do something. For example, they quickly tidy up when the childminder asks them. This helps to create an orderly and safe environment.
- Children develop a love of books. The childminder reads a selection of books with very good expression. Children are engrossed as the childminder reads 'Room on the Broom'. They talk about the illustrations and join in with repeated phrases and actions. They concentrate well as they explore books further, lifting the flaps or turning the wheels to explore the illustrations further.
- The childminder gives children clear messages about how they can keep

themselves healthy. Children have access to fresh drinking water throughout the day. The childminder provides a range of healthy meals with plenty of fruit and vegetables. Children enjoy fresh air and exercise. Even on days when it is too slippery to play outside, children look forward to going for walks. This helps them develop a good understanding of how they can lead healthy lifestyles.

- Children develop good relationships with each other. Younger children greet older children with enthusiasm when they come in from school or nursery. Younger children ask to share resources that older children are using. Older children watch as children have a turn.
- The childminder communicates effectively with parents. For example, she shares information about what children have been doing or what they have eaten. Parents value the information that the childminder gives them on their children's learning.
- The childminder attends mandatory training to keep her knowledge and skills up to date. For example, she has recently attended safeguarding training. However, since the pandemic, the majority of training is online. For this reason, she has not attended as much training recently because she prefers face-to-face training. The childminder now needs to focus her professional development on raising the quality of her teaching skills to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on keeping children safe. Her doors are locked to prevent children leaving the premises. She identifies potential hazards in her home and takes effective action to minimise accidents. For example, children do not access the kitchen. The childminder ensures she keeps her first-aid knowledge and skills up to date. She talks confidently about the signs and symptoms that suggests a child may be suffering abuse. She talks about her local safeguarding partnership's procedures and what she would do if she had any concerns.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure activities support what children need to learn next and provide a consistently high level of challenge
- develop a more focused programme of professional development, to develop her knowledge and skills to an even higher level.

Setting details

Unique reference number	318863
Local authority	Newcastle upon Tyne
Inspection number	10264065
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 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder was registered in 1992 and lives in Kingston Park, Newcastle upon Tyne. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She works as a co-childminder alongside her husband. The childminder holds an appropriate level 3 qualification. She provides funded places for two-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the childminder 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 spoke to the childminder and children at appropriate times during the inspection.
- 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 childminder evaluated an activity with the inspector.
- The inspector observed children playing and learning.
- The childminder talked to the inspector about how she manages her provision.
- The inspector viewed a range of documents, including those relating to the childminder's suitability.

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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