

Childminder report

Inspection date: 4 May 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 are very happy and settled in the care of this warm and caring childminder. They have lovely attachments with the childminder. Children spontaneously sit on the childminder's knee and give her a cuddle. The childminder gives children her undivided attention during activities. She wants all children to make the best possible progress and be ready for school when the time comes.

Children behave well. They learn to take turns and listen to instructions, such as tidying up their toys when they have finished playing with them. The childminder gives children, who take pride in their achievements, specific praise. For example, children proudly say, 'Look, I have done it', when they make a butterfly from play dough.

Children play in a dedicated playroom in the childminder's garden. The childminder plans activities which she knows children will enjoy. Children are motivated by activities and show good levels of concentration. For instance, they manipulate dough to make pretend foods. Children persevere when completing puzzles to find the right piece to fit. They carefully thread beads to make necklaces, which helps to develop their fine motor skills. Children use stickers and glitter to design a crown, when they learn about the King's Coronation.

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

- The childminder knows children well. She uses her observations of individual children to plan what they need to learn next. Children are keen to have a go at all activities and try hard. They make good progress in their learning.
- The childminder knows the importance of working with other professionals, such as health visitors, when she identifies gaps in children's development. She works closely with other settings and schools where children also attend. This helps her to provide continuity in children's learning.
- The childminder places an emphasis on children developing their social skills. She takes children on outings to different groups each morning. This helps children to develop their confidence and play in a larger group of children. The childminder takes children to places, such as the zoo, to help them to develop their understanding of the world further.
- The childminder works well with parents. She shares information each day about their children's learning and development, either through verbal feedback or electronically. Parents are very positive about their children's time with the childminder. They comment that their children very much enjoy attending. Parents appreciate the childminder's support and advice, such as around toilet training.
- Children engage in lovely conversations with the childminder. They happily chat

about their home experiences and friends. The childminder extends children's language. For example, she introduces verbs, such as 'press', 'roll' and 'cut', when children explore play dough. Children confidently use these new words later in their play.

- The childminder makes sure that children play outside in the fresh air each day. Children have lots of exercise. They visit local parks and soft-play centres regularly. Children play in the childminder's enclosed garden. They learn to climb, run, slide, balance, crawl and use ride-on toys.
- The childminder places a focus on children developing their independence. Children wash their hands and wipe their noses independently. They hang their coats and belongings on low-level pegs when they enter the setting.
- Children learn about the importance of following healthy lifestyles. They discuss food that is good for them. The childminder provides lots of fruit and vegetables for children's snack. She works with parents to make sure that their children have nutritious packed lunches.
- Overall, children can choose what they would like to play with in the playroom. However, at times, the childminder does not consistently consider the individual interests of some children when organising the environment. For instance, some children have to ask for resources during activities, which are stored out of reach. This does not help to extend children's learning and creativity to the highest level.
- The childminder makes sure that she keeps all statutory training up to date, such as safeguarding and first aid. However, she has not focused her professional development to extend the quality of education even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding knowledge to keep her knowledge of how to protect children up to date. She knows the signs and symptoms of abuse that would concern her about a child's welfare. The childminder knows the action to take and who to report her concerns to. She supervises children carefully to keep them safe. The childminder checks the environment each day so that it is safe for children to play in. Children learn how to keep themselves safe. For example, the childminder teaches them about road safety on the way to school.

What does the setting need to do to improve?

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

- support children to have even more independent choices in their play, to enhance their learning and develop their own ideas further
- focus professional development on extending the quality of education to a higher level.

Setting details

Unique reference number	318877
Local authority	Newcastle upon Tyne
Inspection number	10285653
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 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	13 October 2017

Information about this early years setting

The childminder registered in 2000 and lives in Chapel Park, Newcastle upon Tyne. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Vincent

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector during activities.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- Parents shared their written views 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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