

Childminder report

Inspection date: 6 April 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 happy, settled and confident in the childminder's welcoming home. They are greeted positively by the childminder, who knows the children and their families well. Children are keen learners. They move freely around the large learning space and find friends to play with. Children are fond of the childminder and spontaneously seek reassurance and cuddles from her. This helps to promote children's self-esteem and confidence. Children know the daily routines well, and on arrival, they independently put away their shoes and coats. They excitedly discuss what they want to do with their friends. Children are celebrated as unique individuals. They are encouraged to share the traditions they celebrate within their families with the childminder and other children. Children feel included and valued, which helps to build their self-esteem.

Children learn good social skills from the childminder, who has high expectations for their behaviour. For example, they are gently encouraged to share toys with children who do not have any. Children have access to an engaging curriculum, which is built around their interests and preferences. They have access to fresh air and exercise every day. Children learn about their environment when they go to places of interest, such as the parks and various groups.

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

- The childminder has a clear intent for the curriculum she offers. She focuses on the prime areas of the early years foundation stage. She knows building children's skills and knowledge in these areas will support their learning when they move to the next stage of their education.
- Children make good progress in their development. The childminder understands their learning needs when they start with her and can demonstrate how she makes sure children are progressing. Young children show how independent they are. They confidently put on their own shoes when going outside. The childminder offers constant praise and encouragement.
- Children behave very well at this setting. The childminder has high expectations for their behaviour and supports children through mutual respect and understanding. Children enjoy the childminder's company. She engages children well through her warm and loving interactions which help children to develop good levels of emotional well-being.
- The childminder works extremely well with parents. She offers them feedback on their children's well-being and achievements and takes their views on board to meet their children's needs. Parents comment on the loving and caring childminder who supports children to make rapid progress.
- Physical development is good. Children have daily access to a large outside garden where they can run, jump and balance. The childminder also accesses

various local amenities, such as parks. This enables her to provide for additional large-muscle skills, such as climbing. Inside, children have many opportunities to practise their small-muscle skills. For example, children skilfully draw and use various pens for mark making.

- The childminder evaluates what she provides for the children. She knows her strengths and is keen to improve her provision. For instance, the childminder says that she is very good at forming strong bonds with the children, so that they can be happy and feel safe with her. She also acknowledges that she has not yet accessed additional training to develop her teaching skills to extend children's learning further.
- The childminder understands the importance of promoting healthy lifestyles. During daily outings, children enjoy fresh air and exercise. She supports children to understand the need for good oral hygiene, as they discuss how to clean teeth. The childminder teaches children good hygiene practices, such as washing hands and using hand gel before eating and after using the toilet. Children benefit from healthy snacks and lunches.
- The childminder develops a strong focus on children's language and communication. She creates activities and learning experiences which support children to communicate well, including children who speak English as an additional language. The childminder holds meaningful conversations with children, and give them time to contribute, think and express their ideas. She works with parents to ensure that she has a range of words in the child's home language to offer reassurance and support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role to safeguard children. She has a thorough knowledge of how to identify signs that a child might be at risk of abuse and has appropriate procedures in place to report any potential concerns. She undertakes regular training to keep her safeguarding knowledge up to date. Children learn how to keep themselves safe, inside and when out on visits. For example, children discuss how to cross the road safely. The childminder ensures that her home is safe and risk free. She carries out regular risk assessments, helping her to identify and remove possible hazards to keep children safe.

What does the setting need to do to improve?

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

- build on professional development opportunities to help sustain and build on the good quality of teaching achieved.

Setting details

Unique reference number	318929
Local authority	Newcastle upon Tyne
Inspection number	10279959
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 September 2017

Information about this early years setting

The childminder registered in 1997 and lives in North Kenton, Newcastle-upon-Tyne. She operates all year round, from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 have taken that into account in their evaluation of the setting.
- The childminder and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities, and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector through written feedback.

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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