

Childminder report

Inspection date: 21 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder is kind and caring. She has lovely relationships with the children in her care. She is very sensitive and responsive and has a calm manner that helps children feel very emotionally secure. Support for children's personal development is excellent. There are highly robust hygiene practices in place and very well-established daily routines. Children benefit greatly from a wealth of experiences that teach them about the wider world. For example, they are encouraged to help walk, groom and care for the family dog, and they enjoy swimming with the childminder at the local pool.

Children benefit from daily fresh air and exercise. They are encouraged to explore outside in all weathers. For example, children take magnifying glasses into the secure garden to look at the patterns on leaves that have been covered in frost. The childminder's home is clean, safe and inviting. Children benefit from a wide range of activities such as storytelling, singing and exploring with musical instruments. They are settled, happy and engaged. Their behaviour is good. The childminder has high expectations for the children in her care. The quality of teaching is good and children achieve well across the areas of learning.

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

- The experienced childminder has a thorough knowledge of how children develop. There is good support for their language skills. The childminder encourages children to take turns in conversation and introduces new vocabulary. For example, she introduces the word 'tambourine' as the children play with and explore a wide range of musical instruments. The childminder uses a range of strategies to support children's developing communication skills. For instance, she gives clear instructions and checks for understanding. She waits patiently for children to respond and repeats back to them the words they say. This provides them with reassurance that they have been understood.
- Trips out and walks to and from school are seen as opportunities for learning. Support for mathematical learning is good. For example, children help count numbers on doors and identify colours of cars. They learn about positional language as they climb up and down and the childminder explains how to do so safely. Children find out about different animals through outings to the pet shop. Visits to soft-play groups help support their physical development. Children's experiences are enhanced through going to local art galleries and on picnics at the park and the beach.
- There is an extremely strong focus on promoting confidence and self-esteem. Children are encouraged to be respectful, courteous, fair and kind. They are supported very well to play cooperatively together. For example, they are encouraged to share toys and to take turns in conversation, as they play

imaginatively with toy phones.

- Children's growing independence is supported very well. They are encouraged to fetch their own shoes and put on their coats. Snack time is used as an opportunity for building confidence and self-esteem. Children decide which fruits they would like and are supported to peel these themselves. They choose what they would like to play with next and access toys and resources independently.
- Partnerships with parents are very strong. Parents speak highly of the childminder and the service she provides. Information provided to parents through a daily diary is very detailed. Relationships with the local school are good. This helps support a consistent approach to children's learning and prepare children for school and their future learning. The childminder gathers the views of parents and children, and uses this information to evaluate and improve her practice. She is passionate about the service she provides.
- The childminder evaluates activities and shares ideas with other childminders. She attends training in order to keep up to date. There is scope, however, for continuous professional development to be strengthened to include a specific focus on the different ways children learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her responsibilities around safeguarding children. She knows how to identify any concerns and the procedures she must follow in order to keep children from harm. The childminder's home is secure. There are rigorous policies in place to support safe practices. The childminder regularly and thoroughly checks her home to keep it free from hazards. She teaches children how to manage risks themselves. For example, the childminder encourages children to tidy away their toys from the floor, so that they do not trip.

What does the setting need to do to improve?

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

- strengthen continuous professional development to include a greater focus on the different ways children learn.

Setting details

Unique reference number	318941
Local authority	Newcastle upon Tyne
Inspection number	10064895
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 April 2016

Information about this early years setting

The childminder registered in 1993 and lives in Gosforth. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning. The childminder and the inspector evaluated an activity together.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans for children's learning.
- The inspector looked at a sample of the childminder's documents. This included evidence of the training and suitability of those living on the premises.
- The inspector held discussions with the childminder at appropriate times during the inspection. The inspector took account of the written views of parents and children.

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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