

Childminder report

Inspection date: 30 April 2025

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder prioritises children's confidence and happiness. She is attentive and responds quickly to meet children's needs. Children show that they feel safe in her care, for example, when they climb on to her lap for a hug. They show a strong sense of belonging, proudly showing their photo on the refrigerator, which the childminder displays to help children to feel welcome and valued.

Children benefit from a wide range of appealing activities and outings that support their overall learning generally well. They enjoy visits to local play areas and places of interest, alongside play opportunities in the childminder's home. The childminder plays alongside children and models new skills and language. For example, she helps them to connect plastic flowers and uses words related to size and number to help children to develop their mathematical understanding. The childminder shares her attention well among the children, amending her teaching to suit their level of understanding. This helps to ensure that all children are supported appropriately to learn and remember more.

Children are keen to take part in activities. They concentrate well, for example, when filling and emptying containers in a sand tray. They are confident learners who enjoy their play.

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

- The curriculum centres around learning through play. The childminder weaves new skills and knowledge into games and activities, which helps children to learn more. For example, children develop an understanding of life cycles when they help to water plants in the garden. They develop physical skills, such as strength and coordination, when crawling through a tunnel in the garden.
- Activities are unhurried. The childminder gives children plenty of time to practise and repeat new skills. For example, they repeatedly push cars along the floor with their friends and take time to closely observe flowers using a magnifying glass. This helps children to remember their learning.
- The childminder understands how young children learn. She observes them at play to check that they are achieving well. However, she does not make best use of her assessments to inform her learning plans. Activities are not focused as well as possible on what children need to learn next to help them to make the best possible progress in their learning.
- Children enjoy sharing books with the childminder. She reads to them with enthusiasm and expression, which sparks their interest in the story. They listen intently and enjoy finding familiar characters in the book and joining in with words they remember. The childminder models speech carefully, expanding vocabulary and encouraging interaction. Children learn new words and show

good listening and attention skills.

- There is a focus on independence during play. Children confidently select activities and choose where they would like to play. However, support for children's independence is weaker during some routines. For example, at mealtimes, children who could manage to sit at a table use a highchair. The childminder cuts up their food rather than encouraging them to manage this themselves.
- Respect and good manners are a priority for the childminder. Her clear expectations and consistent boundaries help to shape children's positive behaviour. She encourages kindness and cooperation, which helps children to learn to consider the needs of others. Children develop good social skills. They are polite, respectful and interact positively with others.
- Parents' feedback is overwhelmingly positive. They describe the childminder as caring and attentive and say she provides 'exceptional care'. The childminder values the importance of positive relationships with parents. However, arrangements to share information about children's learning are not embedded to help the childminder and parents to agree on priorities for children's development.
- Routines to support children's good health are effective. The childminder provides plenty of opportunities for physical play that encourage children to develop an active lifestyle. She helps children to understand the importance of good hygiene habits. For example, children check the front and back of their hands and fingers when washing them to be sure that they have removed all the germs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- refine the curriculum to sharpen the focus on children's individual learning needs
- increase children's opportunities to manage tasks independently
- strengthen the two-way-flow of information with parents to identify shared priorities for children's learning.

Setting details

Unique reference number	318983
Local authority	Newcastle upon Tyne
Inspection number	10392397
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 August 2019

Information about this early years setting

The childminder registered in 1995 and lives in the Gosforth area of Newcastle upon Tyne. She operates all year round, from 7.30am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides government funded early education sessions.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home that are used for childcare and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her curriculum and about how she organises her provision.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder shared a selection of relevant documents to support discussions around the leadership and management of her provision.
- The inspector took account of parents' views through written feedback provided.

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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