

# Childminder report

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Inspection date:

24 September 2019

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**Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

Children are cared for in an environment where their welfare is given high priority. They are happy, well settled and growing in confidence because the childminder meets their individual needs very well. For instance, when young children show they are tired, the childminder picks them up and cuddles them. This develops children's confidence and self-esteem. The childminder organises her environment well to enable children to independently access resources and have the space to explore and play. Children confidently lead their own learning as they eagerly investigate the wide range of resources available. They instigate activities with the certainty that the childminder will join in when she is invited to. For example, children decide to sing songs and rhymes and offer the rhyme bag to the childminder to enable her to take part.

Parents speak highly of the childminder and are appreciative of the care and opportunities for learning she offers children. The childminder gathers a wealth of information about children prior to them starting with her. She uses this information to support children's learning from the outset. The childminder observes children as they play and completes accurate assessments of their learning. Planning for children's future learning is based on what they need to learn next. Children gain the skills they will need for the eventual move to nursery and school.

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

- Children's communication and language skills are well supported. The childminder speaks clearly to children and gives them time to respond. She sits alongside children and extends their vocabulary as she introduces new words while they play. For example, when playing with dough, the childminder uses the word 'squishy' to describe the texture of it.
- Children's literacy skills are fostered. For example, they ask the childminder to read their favourite stories. They enthusiastically join in, asking questions and recounting what is going to happen next. Additionally, children relish sitting with books they have chosen to read themselves.
- The childminder provides children with opportunities to develop some mathematical skills during play, such as learning about length and size. However, she does not always maximise opportunities to extend children's understanding of counting.
- Children have many opportunities to develop their early mark-making skills as they happily draw with pencils and chalks. Children take delight in repeatedly rubbing out their lines and beginning again. They happily ask the childminder to look when their chalkboards are empty and when they have made more marks.
- Children demonstrate their abilities to concentrate for long periods of time,

relative to their age. However, at times, the childminder interrupts children when they are engrossed in their play to engage them in new activities.

- Children show their appreciation to the childminder as she offers them plenty of praise for their efforts and achievements. This helps to build children's self-esteem. Children are well supported to learn how to keep themselves healthy. For instance, children happily sing, 'Rub a dub dub' with the childminder as they wash their hands before eating and after handling dough.
- The childminder provides children with a wide range of exciting and interesting learning experiences. For example, children enjoy regular outings in the local community, where they can be active, meet other people and develop new skills. Children have opportunities to learn about the wider world, such as different forms of transport, as the childminder regularly takes children for outings on a bus.
- Children express themselves freely, secure in the knowledge that they will receive a consistent, warm response from the childminder. They are learning to consider the feelings of others as the childminder is calm and uses sensitive techniques to deter any unwanted behaviour. She explains to children which behaviours are valued and which are unkind.
- Children demonstrate a strong sense of belonging in an environment where their thoughts and opinions are taken into account. This is evident as the childminder seeks the views of children and parents when she evaluates the setting to identify areas to improve.
- The childminder views her professional development as a high priority. She accesses a wide variety of training to keep her safeguarding knowledge up to date and enhance the opportunities she offers children.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder has a secure understanding of the procedures to follow should she have concerns about a child's welfare. The childminder updates her safeguarding knowledge regularly and keeps informed of any changes. For example, she has broadened her understanding of wider safeguarding issues, such as protecting children from extreme views and behaviours. The childminder regularly assesses risk in her home environment and during outings into the community.

## What does the setting need to do to improve?

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

- make better use of opportunities for children to develop their understanding of numbers and counting
- strengthen good teaching by allowing children more time to investigate and

become deeply absorbed in their learning before introducing another activity.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 319062                                                                            |
| <b>Local authority</b>             | Newcastle upon Tyne                                                               |
| <b>Inspection number</b>           | 10117029                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 2 to 13                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 14                                                                                |
| <b>Date of previous inspection</b> | 20 April 2016                                                                     |

## Information about this early years setting

The childminder registered in 2000 and lives in Newcastle-upon-Tyne. She operates all year round from 7.30am 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

Denise Charge

### Inspection activities

- The inspector completed a learning walk of the premises. She observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents 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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