

Childminder report

Inspection date:

8 June 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children happily skip toward the childminder's house after their day at school. They quickly make themselves at home and become involved in play activities. They use their imaginations to design a rocket to build with magnetic bricks. They show very good problem-solving skills, finding just the right shape and size brick to complete their model. With support from the childminder, children share out toys to make sure each child has enough. They show kindness and consideration to others. They cooperate well, for example working together to balance the bricks to make a garage for vehicles. They use good mathematical skills when they estimate and then check how many bricks they need.

The childminder has a relaxed and warm approach and children clearly enjoy her company. Children can choose their activities at the end of their school day. They are excited to discover new toys from their favourite television show. They become absorbed in their play, developing their ideas and interests independently. They concentrate for long periods of time. The childminder praises children frequently. She ensures that children understand her high expectations and gently reminds and prompts them to be kind. This contributes to their very positive behaviour.

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

- Children tell the inspector how much they enjoy their time with the childminder, describing her as 'caring' and 'trustworthy'. She engages them in lively conversations, where they recall past activities and share their experiences. Children are keen to talk to the childminder and one another. They show a strong sense of belonging, developing close relationships with the childminder and friendships with one another.
- The childminder teaches children some ways to keep themselves healthy, for example by washing their hands before eating and after using the bathroom. They benefit from plenty of fresh air and exercise during outdoor play. Although the childminder recognises the importance of good nutrition, she has not yet taken steps to help children to further develop their understanding of a healthy diet.
- Parents speak highly of the childminder. They are fully assured that their children are safe and happy in her care. They describe the childminder as a 'diamond' and say she always has the children's best interests at heart. The childminder ensures that parents have plenty of information about their children's activities. For example, she sends them pictures when children learn how to use a hula hoop for the first time.
- The childminder seeks feedback from parents and children to help her to evaluate her provision. Children share their interests and the childminder

provides activities that she knows will appeal to them. This grasps their attention and contributes to their keen involvement in the activities provided. Children feel listened to and important. The childminder has considered, but not yet taken up, further professional development opportunities to help her to build on her practice.

- Children show high levels of self-esteem and are confident. They show resilience and perseverance during play, trying again when they encounter difficulties. The childminder is close by to offer support and guidance during children's play. She joins in activities and games, ensuring all children are involved and included.
- Partnerships with local schools are effective. The childminder speaks to teachers frequently about the children in her care. This helps to provide a consistent approach, for example, to managing children's behaviour. She finds out about what children are learning in school and complements this well. For example, children strengthen their understanding of nature when they observe plants and flowers on the walk back from school.
- The childminder seamlessly adapts her practice to fully include all children. Children take part in activities linked to national awareness days where they learn more about disabilities. The childminder encourages children who have lived in a different country to share their experiences and teach their friends about their language and traditions. Children learn to value what makes them unique and to feel proud of who they are.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding matters up to date, for example, by attending relevant training courses. She knows about the different kinds of abuse that children can suffer from and about the signs that can suggest a child is at risk from harm. She has clear procedures to record and report any concerns about a child's welfare. This helps to ensure that children who need help are supported as quickly as possible. The childminder ensures that her home is safe and suitable for childcare. For example, she keeps doors and gates locked and checks toys and equipment frequently.

Setting details

Unique reference number	319103
Local authority	Newcastle upon Tyne
Inspection number	10289294
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	5 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 November 2017

Information about this early years setting

The childminder registered in 1999 and lives in Denton Burn, Newcastle upon Tyne. She provides before- and after-school care for school-age children, Monday to Friday, during school term time. Her opening hours are from 7am to 9am and from 3pm to 5pm. She occasionally provides care for school-age children during school holidays and later into the evening, by request.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with her and has taken that into account in her evaluation.
- The childminder showed the inspector around the areas of her home used for childcare. She talked about how she organises her provision and about the activities she provides for children.
- The inspector observed children at play and the childminder's interactions with them.
- The childminder shared her policies and procedures during a discussion about leadership and management matters.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She also took account of written feedback provided by parents and older 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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