

Childminder report

Inspection date: 12 February 2025

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

What is it like to attend this early years setting?

The provision is good

Children clearly enjoy the time they spend in the homely environment this experienced childminder has created. They form strong bonds with the childminder. She is warm and caring in her interactions with children, treating them with respect and kindness. The childminder is responsive to children's needs, recognising when they are tired or hungry. Children benefit from lots of praise and encouragement which boosts their self-esteem.

The childminder provides a wide range of different opportunities to promote children's learning and development. There is a strong emphasis on helping children to find out more about the world around them. They show considerable stamina as they go for a nature walk and feed the ducks. While out and about they learn the names of the different birds and plants they see. The childminder skilfully incorporates mathematical vocabulary on their walk. They count the steps on a 'giant's staircase' and learn about size and shape. Children's learning is further enhanced on trips to the local supermarket. Here they learn more about healthy eating and about food from different cultures. Children also benefit from opportunities to develop their social skills by attending regular playgroups. This helps to build their confidence and to develop the skills they need to form friendships.

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

- Since her last inspection, the childminder has updated her knowledge and understanding of the early years curriculum. She has accessed a wide range of training and welcomed support from her local authority. This has helped her to have a clear understanding of what she wants children to learn during the time they spend in her care.
- The childminder recognises the importance of promoting children's communication and language skills. She uses books, rhymes and songs to help children to repeat familiar words and phrases. She introduces a wide range of vocabulary as she joins children in their play. However, she does not always give children enough time to answer her questions or practise pronouncing new words. This does not fully promote their speech development.
- The childminder has a secure knowledge and understanding of how young children learn and develop. She carries out appropriate observations and assessments to help her to identify what children need to learn next. The childminder also knows what to do if she considers children need additional support in order to make progress.
- The learning environment is arranged to allow children to make their own choices about what to do. Resources are carefully selected so they reflect children's interests and stages of development. For example, the childminder has

collected different vehicles and tyres. Children are fascinated as they watch the wheels being rolled along the hallway. At times, however, children do not fully focus on their play and learning, as they are distracted by the television which is on in the background.

- The childminder recognises her role in keeping children safe. She supervises children attentively and teaches them about road safety when they are out and about. The childminder has appropriate procedures in place to promote children's good health. This includes keeping effective records of any first aid or medications administered. The childminder also provides healthy food, daily opportunities for fresh air, and reminders about washing germs from their hands.
- The childminder has identified the knowledge and skills she hopes children will develop in order to be ready for nursery or school. She works with parents to ensure that children who are ready to be toilet trained receive consistent support. She explains how she encourages children to manage their own coats and shoes. Occasionally she does too much for the children, rather than helping them to do things for themselves. For example, she tidies up and fetches children's hats for them. This does not fully support their independence.
- Parental feedback is highly positive. Parents recognise and value the contribution the childminder makes to their children's lives. They remark on their children's social and emotional growth. They say their children are always eager to come to the childminder's house which is 'a happy place'. Communication with parents is effective. Parents report that they always feel informed and reassured by the childminder.

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:

- support children's communication and language development further by providing children with more time to respond to questions and to repeat words and phrases
- consider how to promote children's focus and engagement even further by minimising distractions, such as the television
- provide more opportunities for children to do things for themselves, to promote their independence and readiness for their next stage in learning.

Setting details

Unique reference number	501571
Local authority	North Tyneside
Inspection number	10355700
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	1 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 April 2024

Information about this early years setting

The childminder registered in 2001 and lives in Marden, North Shields. She operates all year round, from 7am to 6pm from Tuesday to Friday, except for bank holidays and family holidays. The childminder offers the government funded places for childcare and receives specific funding for disadvantaged children

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The childminder spoke to the inspector about the children's learning and development and how she organises her provision.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder showed the inspector around her premises and discussed how she ensures that they are safe and suitable.
- The inspector reviewed written comments from parents and considered their views and opinions.
- The childminder provided the inspector with a sample of key documentation on request.

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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