

Childminder report

Inspection date: 26 April 2023

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

The provision is good

Children enjoy their time with this caring childminder. She has a good relationship with them. Children happily talk to her as they play with dolls or look at books. They talk to the childminder about parties they have been to or things that they are going to do next. Parents comment that she 'has a unique ability to connect with children'. Children develop good relationships with each other. They talk to each other as they stick coloured squares onto an elephant. The childminder teaches children how to keep themselves safe. For example, she reminds them to walk in the house to prevent them slipping.

The childminder prioritises children's social and emotional development. She provides a range of advice and support to children and their parents. Children are confident to communicate with others. For example, two- and three-year-old children approach the inspector with confidence and ask her to read books to them. They are confident to talk about books with the inspector. The childminder talks to teachers about the support they are providing to older children. Children behave well. They learn to share the toys and resources with other children, with support.

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

- Children concentrate well. Two-year-old children demonstrate good concentration for their age. This is evident as they become fascinated with squeezing the play dough out of different-shaped tools. They thoroughly enjoy pressing the nozzle down and cutting the play dough as it comes out.
- The childminder focuses intently on developing children's communication. She introduces new vocabulary as children play with the play dough or as she gets the tools out for them. For example, as the childminder gets out the different cutters, she labels their shapes. She introduces verbs such as 'squeeze', 'rolling' and 'cutting'. This helps children to expand their vocabularies.
- The childminder knows children well and talks confidently about what they can do. She plans a variety of activities to support their interests. However, the childminder does not focus sufficiently on what she wants children to learn when supporting their play and learning. For example, she does not focus enough on the literacy skills children need to learn next as they look at books. As a result, she does not consistently support children's learning to the highest possible level.
- The childminder helps children to develop an understanding of healthy lifestyles. For example, she provides a range of healthy meals and snacks. The childminder provides opportunities for children to have plenty of fresh air and exercise as they visit the park or local soft-play centres. This helps children to develop an understanding of how they can keep themselves healthy.

- The childminder helps children to manage their own personal hygiene. For example, she encourages children to wash their hands and feed themselves. However, the childminder does not offer consistent opportunities for children to develop their independence. For example, children have fewer opportunities to select some resources for themselves or develop their independence at mealtimes and snack times.
- The childminder is passionate about providing high-quality books and stories. She passes this passion on to children. For example, she plans visits to local bookshops to get new books. Children are very excited to look at books that they have bought with the childminder. They talk together about the visit and look at the books together. Children clearly enjoy looking at books and are very keen to listen to stories that are read to them.
- The childminder has a good attitude to keeping her knowledge and skills up to date. She has attended all mandatory training. The childminder has identified further training that will strengthen her skills. However, she does not consistently consider ways to provide training and coaching to strengthen her assistant's skills even further.
- The childminder has established good working relationships with parents. She shares a range of information about what their children are doing. The childminder talks to them about what their children have learned. Parents like to find out what their children are going to be doing and how they can help them at home. This helps to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that could indicate a child may be suffering from abuse. She knows her local authority procedures if she has any concerns about children's welfare. The childminder ensures that she keeps her knowledge and skills up to date through training and research. Her home is safe and well maintained. She keeps her doors locked to prevent unauthorised visitors entering. The childminder takes appropriate action when she identifies any hazards. For example, children are not using the garden at present following some remodelling of the space.

What does the setting need to do to improve?

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

- focus more precisely on what children need to learn next when supporting their play and learning
- provide more opportunities to develop children's independence
- provide further training and support for the assistant.

Setting details

Unique reference number	502237
Local authority	Newcastle upon Tyne
Inspection number	10285378
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 11
Total number of places	12
Number of children on roll	9
Date of previous inspection	4 October 2017

Information about this early years setting

The childminder registered in 1989. She lives in Gosforth. The childminder works with a co-childminder and an assistant. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around her home and explained how she organises her setting.
- The inspector spoke to children, the childminder and her assistant at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documentation, including documents relating to the suitability of the childminder and her assistant.
- The inspector observed children playing and learning and evaluated the quality of the childminder's interactions with children.
- The childminder explained how she manages her setting and how she keeps children safe.

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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