

Childminder report

Inspection date: 24 July 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's warmth threads naturally into everyday interactions, creating an environment where children relax and enjoy their learning. The atmosphere is filled with lively conversations, spontaneous jokes and cheerful singing. This demonstrates how children feel safe, happy and confident to be themselves. The childminder is deeply committed to helping children grow up to be kind, respectful individuals who understand their role in the community. They become involved in projects such as the 'tin on the wall' and collect groceries for the local food bank. Children learn about compassion and generosity. They show pride in helping others who are less fortunate, and develop empathy and a sense of belonging.

Children's learning is built around real-life experiences. They enjoy plenty of outings and learn to care for the world around them during activities such as recycling, picking litter and feeding and caring for animals. The childminder uses experiences like these skilfully to support children's learning across all areas. For example, while making a picture of the earth, she weaves in mathematical problems, new vocabulary and facts about different countries and cultures. Children learn about growth while raising baby rabbits and watch in awe when a spider captures a wasp in its web. This broad and balanced curriculum helps to ensure that all children benefit from a good early years education and achieve well.

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

- The childminder's fun and playful approach makes learning exciting and enjoyable. For example, she makes up new words to familiar songs, which helps children to remember new facts and recall what they have learned. Children show high levels of concentration and attention to detail, particularly during art and craft activities. They respond with beaming smiles when the childminder praises their efforts.
- Accurate assessments inform the childminder's planning. Her teaching is responsive to children's individual needs, and she introduces challenge thoughtfully. For example, she encourages children to balance a beanbag on their head while walking along a beam. Children then extend the challenge independently, adding more beanbags to other parts of the body. They are motivated and determined learners.
- Interactions are purposeful and responsive. Natural conversation flows throughout the day, which supports children's language and thinking skills well. Children ask questions, reflect on their learning and enjoy telling the childminder about activities at home such as visiting 'Grandad's beach'. Support for developing children's pronunciation skills, however, is not yet consistently embedded into practice.
- Purposeful learning experiences give children plenty of time to practise new

skills. The childminder wants children to be confident to attempt new tasks and encourages them to keep trying. Occasionally, however, ways to introduce and clearly model key techniques such as holding a pencil or scissors correctly are not consistently built into the flow of activities. Children do not benefit from precise guidance to extend these skills as routinely as they could.

- Children are very independent. They confidently manage routines that support their good health such as washing their hands at key times. The childminder encourages healthy choices about nutrition and encourages active lifestyles. Children benefit from exercise during dance and movement sessions and frequent walks. They learn ways to keep themselves safe, for example when crossing roads.
- Parents say children settle quickly, grow in confidence and receive strong support. They describe the childminder's home as a 'brilliant place to be'. The childminder clearly shares her aims for learning. This helps parents support their children's development at home. A strong two-way flow of information about children's routines and preferences helps to ensure that their care needs are met well.
- The childminder takes account of feedback from parents and children to help her reflect on her provision. She continues with her own professional development to support ongoing improvements to her practice. For example, she attends regular webinars that have refreshed her existing knowledge and brought new ideas that help to build further on the good-quality education that she provides.
- Play and learning experiences encourage thoughtful behaviour and respect. The childminder provides consistent guidance that helps children reflect on their behaviour. For example, gentle reminders to be careful around young ones help older children to be even more considerate about others. Children learn to manage their feelings and actions and develop a sense of responsibility.

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:

- build further on the good support for children's developing language skills, for example, by embedding consistent strategies to support their developing pronunciation
- model new skills more purposefully and precisely to help children build further on their existing abilities.

Setting details

Unique reference number	EY235105
Local authority	North Tyneside
Inspection number	10399186
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	22 November 2019

Information about this early years setting

The childminder registered in 2002 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 offers government-funded early education places.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder provided some relevant documents to support discussions around the leadership and management of her provision.
- Parents shared their views through written feedback.

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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