

Childminder report

Inspection date: 28 April 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are treated with the utmost care, kindness and respect by this nurturing childminder. They benefit from a wealth of praise and encouragement, which promotes their emotional well-being. They beam with pride when the childminder remarks that they have been helpful, or considerate towards their friends. Children are supported to learn about their emotions, and to express how different situations make them feel. Through well-considered interventions by the childminder, children are also starting to recognise the impact their actions may have on others.

The childminder, together with her co-childminder, have created an environment that fully supports children's learning. Indoors, children concentrate as they complete puzzles. They interact together in the role play area, and when dressing up. This supports their communication and language skills. In the garden, their physical development is promoted as they use brushes to 'paint' the fence and use large pieces of chalk to draw on the path. Throughout their play, the childminder supports children's progress as she introduces them to new vocabulary and helps them to learn new skills. They also find out more about the world around them, enjoying nature walks and planting seeds in the garden. These experiences help enrich children's learning.

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

- The childminder has a clear understanding of what she wants children to learn. She has worked with her co-childminder to identify the knowledge and skills she wants children to develop during the time they spend in her care. Learning opportunities are sequenced effectively. They are based on a secure understanding of how young children learn.
- Children make good progress from their starting points. The childminder carries out regular observations of children as they engage in the learning opportunities she provides. These help her to assess when children need more practice or if they are ready to move on to the next stage in their learning. She skilfully plans activities to ensure children's individual needs are met. For example, during a play dough activity she is very clear about what she hopes each child will achieve. For some children the focus is on identifying shapes, for others it is using different tools.
- There is a strong focus on promoting children's speech and language skills. The childminder gives children time to speak. When reading with children she supports them to join in with familiar words. During a memory game, the childminder encourages children to respond in longer sentences. Where children are not making as much progress as expected, the childminder works with parents and other professionals to put in place additional support.

- There is a good balance between planned activities, and opportunities for children to initiate their own play. Children become familiar with the daily routine, which includes going to collect their older friends from school. However, at times children become unsettled at times of change, such as when it is time to come inside, or to join in a group task. They do not consistently receive reminders about what might be coming next, so are not always fully prepared to move on to something different.
- Children thoroughly enjoy freshly prepared meals and healthy snacks. Drinking water is readily accessible. Children's good health is further promoted through effective reminders about hand washing. They also benefit from plenty of fresh air and exercise.
- Children are given some opportunities to do things for themselves, such as peeling and slicing their bananas. This helps them to become increasingly independent. However, at times the childminder does things for the children, such as fetching items they need or setting the table and clearing their plates. This does not fully prepare children to be ready to go to nursery or to school.
- The childminder has failed to inform Ofsted about changes to her registration. This was an oversight, and there is no impact on the safety and care of children. All other aspects of leadership and management are good. She works tirelessly with her co-childminder to consider ways of improving her practice even further. She attends a wealth of training to develop new ideas to benefit the children in her care.
- Parents speak highly of the care the childminder provides. They comment on her wisdom and how this has supported them as parents. They recognise the instrumental role the childminder and her co-childminder have had on their children's emotional development.

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:

- consider how to support children further so they are ready to move between activities such as coming indoors or joining in with group activities
- provide even more opportunities to promote children's independence, especially at mealtimes.

Setting details

Unique reference number	EY255193
Local authority	North Tyneside
Inspection number	10401705
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	11 October 2019

Information about this early years setting

The childminder registered in 2003 and lives in Howdon, North Tyneside. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector
Jan Batchelor

Inspection activities

- The childminder showed the inspector around the areas of her home used for childminding and explained how she ensures it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- Children spoke with the inspector during the inspection.
- The inspector considered written feedback from parents.
- The childminder showed the inspector a range of documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025