

Childminder report

Inspection date: 20 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have a good relationship with the childminder. Older children greet the childminder with enthusiasm when they come out of school and tell her about their day. Younger children enjoy cuddles and kisses throughout the day. Parents and carers comment that their children really enjoy the wealth of activities the childminder provides. They say she is welcoming, friendly and professional. The childminder places a high priority on children's safety. She supervises children well and ensures that her doors are locked. The childminder teaches children how they can keep themselves safe. For example, children know that they need to hold the childminder's hand when they come out of school. Children learn how to cross the roads safely. Older children use knives safely and with control as they chop fruit up.

The childminder's curriculum is ambitious. She knows the skills that she wants children to develop in preparation for starting school. For example, the childminder supports older children to develop their independence and early writing skills. Parents comment on the progress their children make. Children behave well. They know the childminder's routines and expectations. This is evident when they come in from school and take their shoes and coat off and place them next to the door.

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

- The childminder evaluates how she can enhance her provision. For example, she has reorganised her play space to provide more space for children to move around. Toddlers thoroughly enjoy crawling around the kitchen and following the childminder as she prepares lunch. This helps to support children's physical skills.
- The childminder helps children to develop their independence. Older children learn to put their coats on. They have a range of opportunities to develop their self-help skills. Children come in from school and take off their shoes and get themselves changed.
- The childminder's curriculum is well planned. She knows what she wants children to learn and plans opportunities to develop children's skills further. For instance, she provides a range of equipment for toddlers to pull themselves up against furniture and push things around the room.
- The childminder supports children's communication well, overall. She uses books and songs to develop children's communication. Older children talk to the childminder about what they want to do, their favourite things and what they have been doing. When the childminder simplifies her language, toddlers copy words. However, the childminder does not consistently focus on this and, sometimes, children are quieter as a result.
- Children develop a good awareness of how they can keep themselves healthy. They learn the importance of washing their hands before eating. Older children

remind the childminder that they need to wash their hands when they come in from school. They walk to and from school.

- The childminder plans a range of resources to support children's interests. For example, she provides resources, such as blocks and instruments, for babies to explore. They thoroughly enjoy banging blocks together and exploring the noise instruments make. Through exploration, babies learn to stack blocks or pull blocks apart.
- The childminder has a good relationship with parents. Parents like to come in and talk about their children's day. They talk about what children are doing and things that they have achieved. The childminder uses this time effectively to find out what children are doing at home. She provides invaluable advice to parents as they support children with different stages, such as toilet training or walking.
- The childminder keeps her professional development up to date. She has attended a range of training regarding a range of safeguarding issues, which has strengthened her understanding. The childminder accesses online training regularly to help extend her teaching even further.
- The childminder has a good relationship with the local school. She talks about how children have been. However, the childminder has not yet considered ways that she can work with teachers on a regular basis to help extend children's learning even further, particularly for those children who are in receipt of funding.

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:

- adapt language more effectively for younger children, to develop their communications skills further
- find ways to work with schools and nurseries to develop a shared approach to supporting children's learning.

Setting details

Unique reference number	EY259152
Local authority	North Tyneside
Inspection number	10380590
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	6
Date of previous inspection	14 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in North Shields. She operates all year round, from 7.45am to 5.15pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder offers additional hours by prior arrangement. She holds an appropriate qualification at level 3 and provides government funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector observed children playing and learning and evaluated the impact on children's learning.
- The childminder evaluated an activity with the inspector.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including those relating to the suitability of all household members.
- Parents provided written feedback for the purpose of the inspection.
- The childminder talked to the inspector about 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.

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