

Childminder report

Inspection date: 9 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

This childminder provides a calm, nurturing environment where care and kindness are important. Her intuitive, supportive approach shines through her provision. She is strongly committed to making every child feel 'loved, confident, heard and able'. She builds close, trusting relationships with families and tailors her approach to each child's needs and interests.

Children's emotional well-being is a clear priority. Settling in is sensitive and child-led, and communication with parents is strong and consistent. Children are confident and resilient, and they demonstrate positive behaviours. They share, negotiate and consider others in their play. Routines are predictable, boundaries are gently reinforced and the childminder's expectations are clear. This helps children to feel secure, and they show a strong sense of belonging in her care.

The childminder's curriculum is built around books, stories and real-life, meaningful experiences, such as cooking, gardening and frequent outings to places of interest. Activities appeal to children, which encourages their successful engagement in meaningful learning. The childminder thinks carefully about the activities she provides to ensure that they have clear aims for children's learning. This helps to ensure that all children make good progress.

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

- Support for children's communication skills is a distinct strength. The childminder models rich vocabulary and engages children in meaningful conversations. She builds language through storytelling, play and real-life experiences. For example, children learn and remember words such as 'antennae', 'pollen' and 'pupae' during activities linked to a favourite story about bees. They are articulate, confident talkers who have an extensive vocabulary.
- Activities are well planned and paced to allow plenty of time for exploration and shared thinking. For example, during a dough activity, the childminder allows children to investigate the items she has prepared and takes time to explain new concepts clearly to them. Children use mathematical and descriptive language, ask questions and make imaginative links to prior learning. They are curious and eager learners who build rapidly on their skills and knowledge.
- Books feature strongly in activities, which generally supports children's awareness of literacy. They develop a love of stories. However, some planned activities that lean towards more formal writing, such as structured letter formation, are introduced before children are ready or confident for this. There is currently less emphasis on earlier foundations of literacy, such as opportunities to explore print in playful contexts and greater freedom to experiment with different ways to make marks.

- The childminder shows children much respect. She models courtesy and kindness, which is reflected in children's consistently positive behaviour and attitudes. They show consideration for others and play together harmoniously, for example asking a friend, 'Can I have a turn with that please?' They move between activities calmly and confidently, showing strong familiarity with routines and the childminder's clear expectations.
- Good hygiene routines are embedded. Children wash their hands at key times without prompting and clearly understand why this is important. Meals are nutritious. However, despite rich opportunities, for example cooking and growing vegetables, the childminder does not consistently build children's understanding of how food supports their good health. Occasionally, items from home that do not align with her nutrition policy are allowed, which gives mixed messages to children.
- Parents speak warmly about the childminder's care and communication. They highlight her nurturing, responsive approach and value the daily updates that keep them involved in their child's learning. Parents particularly appreciate the frequent outings, such as to the aquarium, beach and museums, which provide rich, real-life experiences their children might not otherwise access.
- The childminder demonstrates strong professional values and a clear commitment to providing high-quality care and education. She reflects regularly on her practice, engages with ongoing professional development and shares ideas and updates with other childminders. She has plans to build on her very skilled teaching further by exploring areas of expertise to deepen her knowledge and strengthen her curriculum further. She has an excellent capacity for ongoing 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:

- refine the curriculum for literacy to build more progressively on children's existing skills, for example through less structured, more play-based experiences
- support children consistently to understand more about the benefits of good nutrition and to develop lifelong habits that support their good health.

Setting details

Unique reference number	EY275740
Local authority	North Tyneside
Inspection number	10392915
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 October 2019

Information about this early years setting

The childminder registered in 2003 and lives in Whitley Bay. She operates all year round, except for bank holidays and family holidays. Opening hours are from 8am to 5.30pm, Monday to Wednesday, and on Thursday she opens from 8am to 8.45am and from 3.15pm to 5.30pm. The childminder holds an appropriate early years qualification at level 3. She provides government-funded early education sessions.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She discussed how her provision is organised and explained the aims of her early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder planned and carried out an activity that she evaluated along with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder spoke to the inspector about the leadership and management of her provision and shared relevant documents to support this discussion.
- The inspector took account of parents' views through discussions and 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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