

Childminder report

Inspection date: 1 May 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

Children very much enjoy their time with the childminder. Her nurturing manner puts children at ease, and they move around her home with confidence, showing a strong sense of belonging. Children show affection for the childminder, for instance, when they include her in their list of people they love when talking about their families. The childminder has a fun approach, which helps children to enjoy their learning. For example, they giggle with glee when she calls out 'ready, steady, go!' and makes engine noises while pushing them along in a car.

The curriculum focuses on learning through play experiences. The childminder observes children to check their progress and identifies what they need to learn next. She then plans ways to help them to build on what they know and can do. Overall, this supports all children to develop new skills and knowledge, and they achieve well.

The childminder provides children with plenty of praise and encouragement. They are eager to help her and show great pride in what they can do. For example, they celebrate with a 'high five' and a 'fist bump' when they fill up their plant pots with compost. The childminder models good manners and courtesy. Children are polite and respectful to the childminder and one another.

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

- When introducing activities, the childminder explains clearly what children need to do and breaks tasks into manageable steps. During play, she models skills by demonstrating actions, such as showing children how to scoop soil and sprinkle seeds. This helps to make learning meaningful for children and helps them to build on what they know and can do.
- Outdoor play forms a significant part of the routine, and children enjoy activities that support their physical development. They show good skills in this area of learning, such as kicking and throwing balls with increasing accuracy. Children learn about nature, showing awe when they discover that the sticks they play with have fallen from the high trees and while studying ladybirds closely. They use their imaginations, for example, when they pretend to repair the play cars.
- Much of the time, the childminder allows children to choose their activities and follows their interests during play. However, some children consistently choose the same play activities, such as riding in play cars. When the childminder attempts to engage children in planned activities, they become distracted and return to their previously chosen play. This narrows their learning experiences.
- There is a strong focus on supporting children's independence. The childminder gives them plenty of time and guidance with their self-help skills, such as putting on their shoes. She models how to fasten the straps and provides gentle

encouragement when they struggle. Children develop resilience and perseverance. They become confident in their ability to manage tasks by themselves.

- Children learn to consider the needs and feelings of others. The childminder encourages turn-taking, for example by supporting children to ask friends for a turn on a bicycle. Through these positive exchanges, children learn about respect, negotiation skills and how to form friendships. They play together harmoniously.
- Parents praise the childminder for her 'incredible dedication'. She ensures that they know about their children's progress by sharing her observations and plans for learning. The childminder gathers parents' views about her provision and reflects on their feedback. Parents feel reassured, valued and involved in their child's learning.
- The childminder continues to build on her own skills and knowledge. For example, she attends relevant training and has taken up support through a mentoring programme. This has helped to strengthen her understanding of how best to support children's language skills. This is evident in her practice. Interactions with children are skilful and contribute to their high abilities in this area of learning.
- Teaching children to keep themselves safe and healthy is important to the childminder. She talks to them about the importance of drinking plenty of water in warm weather and ensures that they wear sunscreen and a hat to protect them from the sun. Children learn positive habits during daily routines, such as washing their hands, which help them to understand the importance of good hygiene.

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:

- plan focused activities more precisely to reduce distractions and engage children more successfully in broader learning experiences.

Setting details

Unique reference number	EY284653
Local authority	Newcastle upon Tyne
Inspection number	10392526
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 August 2019

Information about this early years setting

The childminder registered in 2004 and lives in West Denton Hall, Newcastle upon Tyne. She operates all year round, from 7.30am to 6pm, on Thursdays and Fridays, except bank holidays and family holidays. The childminder holds a relevant level 3 qualification. She provides government-funded early education sessions and receives additional funding for disadvantaged children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder shared relevant documents to support discussions about the leadership and management of her provision.
- The inspector took account of parents' views from written feedback provided.

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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