

Childminder report

Inspection date: 28 April 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 are happy and settled in the setting and form secure attachments with the childminder, who is affectionate, caring and responsive to their needs. The childminder recognises when children need reassurance and offers them cuddles. This helps children feel safe and secure in her care.

Outdoor learning is an important feature at this setting. Children benefit greatly from outdoor activities that encourage exploration. In the garden, the childminder provides numerous opportunities for them to enhance their physical skills. Children develop their large-muscle skills as they climb the steps for the slides and use balancing stones. The childminder plans a range of activities to strengthen children's fine motor skills. She provides brushes of different size and shape for them to paint on the easel. They make marks with pens. This promotes early writing skills.

Children enjoy stories and share favourite books with the childminder. The childminder encourages them to repeat words, point at the pictures and to feel the different textures in books. The childminder arranges weekly visits to the library for rhyme time and to select books. This helps to develop children's early literacy skills and love of books. Children are keen learners, and the childminder encourages their sensory play. She provides water in the playhouse so they can fill the cups and teapot. Children enjoy using pasta in the outdoor kitchen. This helps develop children's role play and imagination.

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

- The childminder is experienced and reflective of her practice. She values the importance of continuous professional development and is proactive in completing regular training and online courses.
- The childminder has a strong relationship with parents. They complete documentation about their children prior to them starting at the setting. This ensures the childminder understands the children and their stage of development. The childminder and parents work together to settle children into her care.
- Children behave well. They understand the rules and expectations of the setting and are familiar with their daily routine. For example, they go to the bathroom to wash their hands after playing outside and before sitting at the table for lunch. They sit together to eat their lunch.
- Children are active learners. The childminder encourages children to explore all learning opportunities. For instance, children recognise where resources are stored. They independently choose toys they would like to use. For example, children choose toys and understand how to unscrew the lid independently to

get out the resources.

- The childminder knows the children very well and has a good understanding overall of where children are in their learning. She completes assessments of children's learning. She uses these to plan what children will learn next.
- The childminder supports children's speech and language well. She introduces new vocabulary and uses mathematical language throughout children's play. For example, when children paint on the easel, she plays alongside them and names the marks they make, such as dots, lines and circles.
- The childminder helps children understand how to manage their own self-care needs. Children learn how to put on their own shoes, take off their hats and open their packed lunch. This helps them become confident and independent.
- The childminder introduces mathematical language during children's play. For example, she uses words such as heavy, full, big and small. Children show confidence in mathematical concepts. For instance, they successfully count the number of stones and match coloured animals together.
- The childminder plans seasonal activities, such as planting seeds. She introduces new vocabulary to the children, such as seeds, sunflower and pollen. Children learn that using the watering cans to water their plants helps them to grow.
- The childminder does not always extend children's learning during activities. For example, she does not make sure that all children are engaged and able to take part to the best of their abilities.
- Parents comment how 'happy and lucky' they are that their children attend the childminder's setting. They report how the childminder meets the individual needs of the children. This includes children with special educational needs and/or disabilities. The childminder shares information with parents about their children's day, interests and development. This ensures that parents are fully involved in their children's learning.

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 group activities to ensure that all children, in particular young children, fully engage and benefit from learning opportunities provided.

Setting details

Unique reference number	EY290398
Local authority	North Tyneside
Inspection number	10392932
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	6
Date of previous inspection	22 October 2019

Information about this early years setting

The childminder registered in 2004 and lives in Benton, Newcastle upon Tyne. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides government funded places for children.

Information about this inspection

Inspector

Lisa Campbell

Inspection activities

- The inspector completed a learning walk with the childminder.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation during the inspection.

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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