

Childminder report

Inspection date: 10 September 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 play happily in the childminder's home. Her relaxed yet fun approach helps them to enjoy their learning. She knows the children in her care very well, which helps her to meet their care needs effectively. For example, she recognises subtle signs that babies are tired and settles them down for a nap. The childminder's consistent and reliable care helps children to feel safe and secure. Those who have attended for a long time show a strong sense of belonging, while new children quickly develop trust in her and grow in confidence.

The curriculum centres around children's independent play, which gives them plenty of choice and, generally, supports their engagement. The childminder weaves her aims for learning into activities that children enjoy. For example, she models new words for children to learn while they play imaginatively with a pirate ship and figures. The childminder uses her accurate assessments of what children can already do to shape children's learning. This helps to ensure that each child is supported to build progressively on their knowledge and skills.

The childminder quickly resolves minor conflicts, helping children to work out ways to share and take turns during activities. Children respond to her clear boundaries and learn right from wrong. They develop early friendships and begin to consider the needs of others.

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

- Mathematics is particularly strong in the curriculum. The childminder weaves numbers into everyday activities, such as counting their steps as they come down the stairs. Children learn to count successfully. For example, they correctly count out 10 beads on a frame.
- Overall, children are eager learners who enjoy playing with the childminder and their friends. Occasionally, however, they become distracted from their learning. For example, background music makes it difficult for children to listen and concentrate. At times, they become overwhelmed by the large number of toys and activities available.
- Much of children's learning happens outside of the childminder's home. For example, outings to local parks and beaches help children to build on their understanding of the world around them. Visits to group activities help them to build on their social skills and confidence among larger numbers of children.
- The childminder interacts skilfully with children. She asks questions that encourage them to think and build on their ideas. Children love to listen to stories. The childminder reads with an enthusiasm that captures their interest. They join in with familiar phrases and guess what might happen next. This supports their developing language and literacy skills well.

- Supporting children's independence is important to the childminder. She encourages children to do as much as possible for themselves. Young children learn to put on their own shoes and coats. Older children help to tidy the room after playing. They develop a sense of responsibility and learn to take care of their environment.
- Consistent praise and encouragement from the childminder help to raise children's self-esteem. For example, children persevere at completing a puzzle they have previously found tricky. They smile widely when the childminder celebrates with them when they succeed. They develop pride and confidence in their abilities.
- Parents say the childminder has a 'heart of gold' and they appreciate the 'warmth and stability' she offers children. She updates parents about children's achievements, for example by sharing photos of them at play. However, she does not share enough detail from her assessments with parents, so that they can work towards the same learning aims and support children to make even better progress.
- The experienced childminder continues to build on her skills. For example, she has researched best practice in supporting children with diverse needs. She liaises with other childminders to share ideas for new and engaging ways to support children's learning. Her commitment to ongoing improvement demonstrates a strong capacity to enhance the high-quality care and learning she already provides.
- The childminder provides an inclusive environment that recognises and respects every child's individuality. She teaches children in age-appropriate ways about both their own values and the cultures and beliefs of others. She adapts her provision to reflect the diversity of the children attending. This helps them to understand and value differences while celebrating what makes each child unique.

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:

- organise the learning environment more effectively to help children maintain focus and engage more fully in their learning
- provide parents with even more precise information and strengthen the shared approach to supporting children's learning.

Setting details

Unique reference number	EY293118
Local authority	North Tyneside
Inspection number	10399097
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	0 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	20 November 2019

Information about this early years setting

The childminder registered in 2004 and lives in Wallsend, Tyne and Wear. She operates all year round from Monday to Friday, except for bank holidays and family holidays. Opening hours are from 7.30am to 6pm. The childminder holds an appropriate qualification at level 3. She offers government-funded childcare places.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare and explained how she checks the premises are safe and suitable.
- The inspector and childminder talked about how the childminder organises her provision and about the aims for 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 inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder shared relevant documents to support discussions around leadership and management matters.
- Parents provided written feedback and the inspector took account of their views.

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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