

# Childminder report

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Inspection date: 2 May 2025

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive in the home of this dedicated childminder. Parents comment that it is a fantastic environment for children to grow, learn and thrive in. The childminder loves being outdoors and is keen for children to share her passion for the environment. Two-year-old children are keen to explain to the inspector what they are growing at the allotment. Parents believe that children are surrounded by genuine care and support. Children are happy and excited to see the childminder and rarely say goodbye to their parents. Children learn how to keep themselves safe. For example, they learn how to use knives safely to cut up the fruit.

The childminder's curriculum is exceptionally well thought out. She places a high priority on children choosing and using resources independently. She has set up her environment so that children can link resources to extend their play. The childminder weaves learning into all of their play. Two-year-old children count objects confidently as they build a tower. Parents are very impressed at the progress their children make. They comment that because the childminder knows children so well, she can identify gaps in children's learning as soon as they are evident. Children's behaviour is excellent. Their knowledge of routines and expectations is superb. This is evident when children check if they can take resources from the summer house into the garden. Younger children know that they must sit on the step and wait until everyone is ready to leave the house.

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

- The childminder and any assistants she employs attend a range of training that specifically focuses on supporting children's learning further. For example, they have adapted their environment into a calm and communication-friendly space, following communication and language training. The childminder keeps up to date with research and acts on key messages. For instance, she has changed procedures for sleeping to ensure children are lying flat.
- The childminder constantly reflects on how she can keep children safe. Outside, she has a variety of canopies and screens to protect children from rain and extreme sun. She places a high priority on keeping children safe. For instance, she has carefully sourced a fire guard for her wood burner that does not heat up.
- The childminder recognises the importance of stories and songs. She explains how these help to develop children's vocabulary and knowledge of rhythm and rhyme. Children thoroughly enjoy a story about a caterpillar. Younger children join in with repeated text in the story. Older children eagerly anticipate key events in the story and talk with confidence about what will happen next.
- Children demonstrate incredible levels of care and consideration. During the inspection, they alert the childminder to a honey bee crawling. They discuss

what they could do to help the bee and then create a sugary solution. They watch, entranced, as the bee drinks the solution. They help the childminder to move it to the flowerbed and keep watching until the bee eventually flies away.

- Children concentrate exceptionally well for their age. Two-year-old children spend most of the afternoon playing with magnetic tiles. They build towers and adapt their work as necessary. They notice how the colours of the tiles reflect in the sunlight and change their models to see how it alters the reflection.
- Children develop excellent relationships with each other. The childminder and any assistants she employs teach children effective strategies to deal with conflicts that occur. For example, they play with children and teach them to ask each other if they can put magnetic tiles on their construction. They continue to play alongside children to help them to practise this skill.
- The childminder helps children to understand how they can keep themselves healthy. Children wash their hands throughout the day but particularly before eating or after using the toilet. Even the youngest children learn how to wash their hands carefully with soap and water. Children enjoy healthy snacks with plenty of fruit and vegetables. They drink their bottles of milk to keep their bones strong and healthy.
- The childminder has an excellent relationship with parents. She uses a variety of methods of communication. This includes electronic communication and applications, as well as face-to-face communication. She shares detailed information about where children are in their learning and how parents can help at home. The childminder invites parents in for many celebrations, such as VE Day. This gives them a greater insight into how they can support their children further. The childminder works tirelessly with parents to develop shared approaches to supporting children's learning across the whole curriculum.
- The childminder provides superb support to any assistants that she employs. Her assistants comment that they feel like part of the family.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY297806                                                                          |
| <b>Local authority</b>                             | North Tyneside                                                                    |
| <b>Inspection number</b>                           | 10392883                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 18                                                                                |
| <b>Number of children on roll</b>                  | 17                                                                                |
| <b>Date of previous inspection</b>                 | 4 October 2019                                                                    |

## Information about this early years setting

The childminder registered in 2004 and lives in Longbenton. She works with assistants. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 5. She 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.
- The childminder carried out a joint observation with the inspector.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, including those relating to the suitability of everyone over the age of 16 living or working on the premises.
- The inspector spoke to the childminder, her assistants and children at appropriate times during the inspection.
- The childminder explained how she keeps children safe and manages the provision.

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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