

Childminder report

Inspection date: 6 June 2024

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

The provision is good

The childminder is passionate about children learning outdoors. She plans an ambitious curriculum, overall, that provides children with the skills and knowledge they require for the next stages in their education. This is evident when the childminder plans an activity in the local park where children have to hunt for clues. Children are highly enthusiastic and are very keen to find clues that the childminder tells them have been sent from 'Batman' and 'Spider-Man'. Dressed as superheroes themselves, children run energetically from one clue to another, with support from the childminder to read where the next clue can be found. Children's learning is further extended when they reach the conker tree where the childminder shows them small conker shells that will grow much bigger over time.

Children behave exceptionally well in the childminder's care. They listen carefully to instructions and respond very well, such as when they leave the house and head towards the park. Children show their understanding when they wait at key points along the path and hold hands with the childminder as they cross the road. The childminder skilfully explains to children when they become upset or frustrated. This helps children to manage their emotions, and they continue with their play.

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

- Children develop strong bonds with the childminder. They smile and laugh throughout their time with her and show high levels of respect for each other. Parents echo this and make comments, such as, 'Children trust her and she makes them feel safe,' to express their gratitude for the service the childminder provides.
- The childminder assesses risks in her home environment thoroughly to create a safe, welcoming space for children to play and learn. She is highly vigilant when she takes children daily into the local area. She engages them in activities, including litter picking, so children develop positive attitudes to maintaining a safe and sustainable environment.
- Children play and learn in a community that is rich in diversity. The childminder plans experiences, so they learn to play with all children. She enhances her indoor environment with picture books and reviews materials that she considers reflect stereotypical views. This helps children to respect others in society, preparing them well for life in modern Britain.
- The childminder's ambitious curriculum supports children's learning well, overall. She has a good knowledge of where children are in their learning and plans many challenging experiences that support their development. The childminder is less confident in how she will plan and extend older children's skills, such as early writing, to enable them to make higher rates of progress towards the early learning goals.

- The childminder uses her observations and assessments of children well to identify possible gaps in their learning. She actively researches and seeks materials that will help her to understand and meet children's individual needs.
- The childminder places a high priority on children's physical health. She encourages children to wash their hands, after visiting the park and after using the bathroom. Children do this competently, showing high levels of independence. The childminder prepares fresh, healthy food for children's lunch, adhering closely to their individual needs and preferences. Children love to guess what the childminder is having for her lunch and confidently name nutritious foods, such as avocado, cucumber and chicken.
- The childminder is keen to support children's early reading skills. She provides a wide selection of age-appropriate books, and children have clear favourites. Children thoroughly enjoy stories the childminder reads to them and develops a love of literature. The childminder reads with enthusiasm and asks children for their opinions. Children engage very well and join in with parts of the story they know, such as a countdown.
- Partnerships with parents are strong. The childminder communicates with parents, sharing children's achievements and their daily adventures. Parents are highly satisfied with the provision. They make comments available for inspection, including, 'Our family are so grateful for the excellent early years education and childcare service the childminder provides.'

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:

- place greater focus on teaching skills and knowledge in the specific areas of learning to help older children progress towards the early learning goals.

Setting details

Unique reference number	EY301127
Local authority	Newcastle upon Tyne
Inspection number	10351534
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 September 2018

Information about this early years setting

The childminder registered in 2005 and lives in Arthurs Hill in Newcastle upon Tyne. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Nicola Jones

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to, communicated with, the inspector during the inspection.
- The inspector accompanied the childminder and the children on an outing to the local park where they carried out an activity.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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