

Childminder report

Inspection date: 11 November 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very relaxed and settled in the home of this childminder. Interactions with children are warm and nurturing. This supports children's confidence as they explore and play in the childminder's home. Parents speak very positively about the quality of care and education that their children receive in this setting. The childminder provides many opportunities for children to practise key social skills, such as by attending a service for Remembrance Day. Children demonstrate the skills they have learned by politely greeting members of the community and listening carefully to the music during the service.

The childminder provides children with a broad range of experiences, with a particular focus on exploring the natural world and developing a love of nature. She is tuned into the individual family context for each child. The childminder uses this knowledge to plan a curriculum that meets the needs and interests of all children. Consequently, children are progressing well and show high levels of engagement and positive attitudes to their learning.

The childminder takes great care to develop children's emotional well-being. Praise is plentiful and the childminder shows genuine enthusiasm when responding to children's ideas, such as taking part in imaginative play scenarios. This supports children to feel valued and important, giving them a strong foundation for when the time comes to move on to school.

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

- The childminder plans her curriculum thoughtfully, so that she gives children the right level of challenge to ensure that they make progress. For instance, with a little guidance from the childminder, children independently squirt paint onto their paper and use their fine motor skills to create their own resemblance of a poppy.
- The childminder provides plenty of opportunities to revisit prior experiences. This means children are able to practise and consolidate what they have heard, including key language. For instance, while walking in the local area, children remember there are snails living in the holes of the bricks at the side of the path. They delight in crouching down to observe and count them, confidently discussing that, 'This is the snail's home'. The opportunity to return and practise, means that knowledge for these children is becoming secure.
- There is a strong culture of book enjoyment in this setting. Children select their favourites from the wide selection provided and snuggle into the childminder's lap to share the book together. The childminder takes the time to explore each page and practise vocabulary. Babies are given time to touch and feel the textures of pages. This quality time spent together supports children to develop

an early love of books.

- The childminder supports children's communication skills by taking time to carefully model and practise new words. Children show their word knowledge as they explore familiar books, for instance pointing out that there is a 'nightingale' in the picture. However, there is not consistent support to help children who need more focused speech and language teaching. This impacts on the rate of progress children make in their communication and language development.
- The childminder attends to children's emotional and personal care needs promptly. For instance, when babies show signs of tiredness on an outing, she is quick to change them into a fresh nappy before helping them settle off to sleep. When children are deeply absorbed in their play and say they are not ready for their lunch yet, the childminder respects this and gives them time to complete their play. This teaches children that their emotions, feelings and ideas are valued. This helps them to feel safe and secure in the care of this childminder.
- The childminder manages her setting well. She has established lines of communication with parents and the additional settings that children attend, to ensure that relevant information to support children is shared. The childminder evaluates her practice effectively. For instance, she has recognised a need to develop her understanding of speech and language strategies and intends to pursue further professional development in this area.
- The childminder has a robust approach to risk assessment, including teaching children how to manage risks. For example, her specific teaching regarding road safety results in children demonstrating excellent behaviour and listening skills on outings. Children know to hold hands and stop at the curb. They check very carefully for cars and tell the childminder when it is safe to cross.

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:

- strengthen knowledge of speech and language strategies to support children's communication and language skills even further.

Setting details

Unique reference number	EY314338
Local authority	North Tyneside
Inspection number	10367733
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 13
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 February 2019

Information about this early years setting

The childminder registered in 2005 and lives in Killingworth, Newcastle upon Tyne. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector
Dani Taylor

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a creative activity with the deputy manager.
- Parents and grandparents shared their views of the setting with the inspector.
- 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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