

Childminder report

Inspection date: 7 May 2025

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

This long-standing, experienced childminder continues to strive to provide the very best care and learning experiences for all children. Her dedication is inspirational and underpins the notable strengths in her provision. She is acutely aware of every child's sensitivities and preferences and scrutinises her practice to ensure that she continues to meet the needs of every child in her care.

The broad and balanced curriculum ultimately aims to equip children with the skills, knowledge and attitudes that will support their success in their future life and learning. The childminder has a strong focus on teaching children to be good citizens. She teaches good manners, respect and consideration for others at every opportunity. Alongside this, there is an effective balance of carefully planned, structured activities and opportunities for independent play, which supports all aspects of children's early education. Children are enthusiastic and successful learners who make good, or better than good, progress.

Children are happy and at ease here. The childminder's exceptional attentiveness and nurturing approach helps children to develop a strong sense of security and belonging. They show that they feel safe, valued and confident as they explore and engage in their learning.

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

- There is clear sequencing and progression in the curriculum. The childminder carefully plans activities to build on children's existing skills. For example, she provides photographs of simple, flat patterns for children to copy with bricks. As their confidence and abilities grow, she gradually increases the challenge, encouraging them to create more-complex, three-dimensional models. This supports children's continuous development extremely well.
- Assessments are comprehensive and accurate. The childminder's diligent observations help her to swiftly identify areas where children may need more support to achieve the high expectations that she has for their learning. She then targets her teaching to help children to develop specific skills and knowledge. Children quickly overcome any difficulties and make rapid progress.
- Support for children's developing language skills is a distinct strength. The childminder engages children in lively discussions and weaves carefully selected stories, songs and rhymes into daily activities. This helps to enrich their vocabulary and deepen their understanding of the structure of language. Specific resources, such as walkie-talkies, encourage independent language use in play. Children become increasingly clear, confident and articulate talkers.
- Children are remarkably self-sufficient during independent play. They have plenty of time to practise new skills and recall previous learning, such as building an

imaginary aeroplane. Their imaginative skills shine. Older children take orders from the childminder to serve her from their 'café'. Younger children join in, suggesting she might like 'poached eggs' or 'tasty toast'. They show early leadership skills during play that demonstrate their confidence in their own abilities.

- Arrangements for sharing information with parents are well embedded and highly effective. Parents appreciate monthly newsletters outlining learning plans and regular, detailed discussions about their children's progress. The childminder also shares resources to support home learning. This collaborative approach contributes to the strong and sustained progress that children make.
- The childminder sharply focuses her professional development on the needs of children currently attending, and on emerging early years research. This helps her to further refine her teaching skills and reflect even more effectively on her provision. Her knowledge and expertise continue to grow, further enhancing the high-quality care and learning she provides.
- The childminder maintains a respectful and inclusive environment where children learn to care for other people and their surroundings. Through everyday experiences and discussions, she helps them to understand different needs, abilities and beliefs. Children learn to take responsibility and are kind to one another. For example, older children offer to find particular toys for their younger friends.
- The childminder clearly communicates her high expectations for behaviour. Her positive approach helps children to understand and accept the reasons for rules and boundaries, and they learn right from wrong. They begin to manage minor conflicts and regulate their emotions. Children listen carefully and follow instructions. They pay attention and show excellent concentration spans for their young age. These positive attitudes support their ability to learn very well.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY314694
Local authority	North Tyneside
Inspection number	10392508
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 August 2019

Information about this early years setting

The childminder registered in 2005 and lives in Forest Hall, Newcastle upon Tyne. She operates all year round, from 7am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides government funded early education sessions.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the areas of the childminder's home used for childcare and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education and assessed its impact on children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder provided a range of relevant documents to support discussions around the leadership and management of her provision.
- Parents shared their views about the childminder through written feedback provided.

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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