

Childminder report

Inspection date: 13 March 2023

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

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. Children happily include the childminder in their play. They respond well to her supportive attention. For example, they laugh with excitement as they sing and dance to their favourite songs and action rhymes. Children are confident to lead their own learning and make choices about what they want to play with or do. They use their imaginations as they play with dinosaur figures and confidently tell the childminder the names of the dinosaurs.

Children develop good concentration skills. For instance, they spend time completing quite complex floor puzzles. They persevere and enjoy a sense of pride when they succeed. The childminder encourages children to choose what they want to do and promotes their individual learning in the moment. For example, she talks to children and asks appropriate questions as they complete the farmyard puzzle. She extends the resources, such as adding tractors and animals that relate to the farm. This helps children to create and be imaginative and learn about the world around them.

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

- The childminder knows the children well. She gathers information when they first start and builds on what they know and can do. The childminder plans a broad curriculum which extends children's interests and provides challenge. She observes their progress and identifies any possible gaps in their learning, which are addressed quickly. Parents share what their children have been learning and enjoy doing at home. However, the childminder has not considered how to share precise information with parents about what she intends to children to learn next, and how parents can support this at home.
- The childminder provides numerous opportunities for children to develop good speech and language skills. Children are keen to share books and listen to stories. The childminder narrates their play and reinforces speech sounds with clear and correct repetition. She encourages children to express their choices and join in conversation as they play. Children learn to listen and quickly become confident communicators.
- Children make good progress with their mathematical development. They are beginning to develop an understanding of mathematical concepts and use appropriate language such as 'fast' and 'slow'. The childminder makes effective use of spontaneous learning opportunities to promote children's learning. For example, as they climb the stairs to the bathroom, she encourages children to count in sequence from one to 10.

- Children behave very well. The childminder supports children to understand how to treat each other with respect and kindness. Children respond very positively to the childminder, who uses praise and encouragement to acknowledge their achievements. For example, she praises them when they help to tidy away the toys after they had finished playing.
- The childminder supports children to develop good hygiene practices. For example, they learn the importance of washing their hands before eating and after playing outside. The childminder helps children to understand why making healthy food choices is important to their well-being. Children enjoy a variety of outings to the local library, and parks where they feed the ducks. This helps them to build their small and large muscles, provides plenty of physical exercise and promotes well-being.
- Children are confident to play and explore. The childminder prioritises teaching them to manage their self-care when they are ready, including using the toilet, washing their hands, and putting on their own coats. This helps them learn to be independent in preparation for the transition to pre-school or school.
- Parents share their appreciation for the childminder and the good service she provides. They comment on the strong attachments their children have made with her and how happy and settled they are. Parents state that their children are making good progress. They highlight positive changes with their children's communication and language, social interactions and independence.
- The childminder listens to parent's feedback and knows her strengths and is keen to continuously improve her practice. She accesses training courses and other useful information online to consistently update her skills and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding and child protection knowledge. She confidently understands her responsibilities to help keep children safe. The childminder undertakes regular training to help keep her safeguarding knowledge up to date. Her understanding of signs and symptoms of abuse, including radical and extreme views or behaviours, is strong. The childminder carries out robust risk assessments for all walks and outings. She talks to children about how to stay safe around water and why they must not walk on frozen water. This contributes to children understanding how to keep themselves safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- share more precise information with parents about what children's next steps are and how they can support this at home.

Setting details

Unique reference number	EY331492
Local authority	Newcastle upon Tyne
Inspection number	10263325
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	2 to 14
Total number of places	6
Number of children on roll	14
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2006 and lives in Walkergate, Newcastle upon Tyne. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Janet Fairhurst

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 provider.
- The inspector discussed with the childminder the curriculum and how it is delivered.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint evaluation of an activity completed by the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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