

Childminder report

Inspection date: 24 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They demonstrate this as they play with each other in the garden. Children play together in the house or the mud kitchen. Parents comment that they appreciate the activities and outings that their children go on. Children have a very good relationship with the childminder. For example, two-year-old children enjoy cuddles with the childminder. They laugh and giggle as they play with toy bugs and the childminder makes up songs about the bugs. This shows that children are happy. Children are safe in the childminder's home. For example, they wait in the porch for other children to finish putting their wellington boots on before they go outside.

The childminder has high expectations for children's learning. She has clear plans for what she wants children to learn next. Children access a range of resources independently. Parents comment that their children make excellent progress. Children generally behave well. For example, they respond quickly when the childminder asks them to tidy up or to sit on the chair. The childminder is vigilant, for example, she distracts children or finds other resources when they disagree over toys.

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

- The childminder plans her environment carefully. She ensures that children are able to access resources independently to follow their own interests. The childminder puts out additional resources to support children's fascinations. For example, she has a range of dolls and clothes to support children's interests. The childminder works alongside children and uses these opportunities to develop children's communication.
- The childminder generally helps children to share their toys and equipment as she reminds children that it is their friends turn. However, sometimes, she does not teach children the skills that they need to be able to share the toys. For example, the childminder does not consistently help children to ask for things before they take them off their friends. This leads to some children feeling frustrated.
- Children enjoy their learning. The childminder supports children's play effectively as she talks to them, repeating and extending what they say. She plans opportunities for children to learn new skills, such as picking up toy bugs with tweezers. This provides children with appropriate challenge in their learning.
- The childminder teaches children how they can keep themselves healthy. For example, she gives children clear messages about washing their hands before they eat. The childminder ensures that children have plenty of fresh air and exercise. Children enjoy playing in the childminder's well-equipped garden. They also enjoy visits to local soft-play centres.

- The childminder plans opportunities for children to develop their creative and physical skills. Children thoroughly enjoy painting with pens. They concentrate well, as they explore the patterns which they make. The childminder supports children's learning effectively. This is evident when the childminder provides different coloured paper when children use white pens. This allows children to begin to understand why white pens do not work on white paper.
- The childminder has a good relationship with parents. She keeps parents informed about their children's progress. The childminder shares strategies with parents so that they can support their children's learning at home. However, she is not always sufficiently proactive in reviewing the effectiveness of these strategies to ensure that they support children's learning and development effectively.
- The childminder has a good attitude to working in partnership with a range of professionals from health and education. She follows advice from speech and language therapists. The childminder talks to local nurseries about how she can help children. For example, she gets advice about helping children to learn about letters and the sounds which they make. This helps children to make good progress.
- The childminder has a good attitude to keeping her knowledge and skills up to date. She has recently identified ways in which she can continue to update her knowledge and skills using online training providers. The childminder has a clear plan in place to strengthen her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. Her home is safe and well maintained and she takes effective action to minimise the risks of accidents. For example, the childminder talks confidently about how she keeps children safe when they are playing in the garden. She has identified aspects of her back garden that are not safe, and this is securely fenced off so children cannot access it. The childminder has a good understanding of what she would do if she suspected a child may be suffering from abuse. She talks confidently about her local procedures and knows who to contact if she has a concern.

What does the setting need to do to improve?

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

- make better use of all opportunities to help children to share and take turns
- review the effectiveness of strategies shared with parents to ensure that children make the best possible progress.

Setting details

Unique reference number	EY331534
Local authority	Newcastle upon Tyne
Inspection number	10263434
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 2006 and lives in Gosforth, Newcastle. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 childminder showed the inspector around her home and explained how she organises her provision.
- The inspector talked to children and the childminder at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including those relating to her suitability and the suitability of household members.
- Parents provided written feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector observed children playing and learning.
- The inspector talked to the childminder about how she manages her 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023