

Childminder report

Inspection date:

14 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in the childminder's care. They receive a warm welcome when they arrive. Younger children enjoy the time that they spend before and after school with their older friends. They all walk to school and chat together on the way. The childminder is very vigilant and ensures children's safety on the school run. Children are well behaved. They follow the childminder's instructions and readily help to tidy up before story time. Children are gently reminded by the childminder when they sometimes forget their manners.

Children demonstrate very good levels of concentration and focus as they play. They sit for a considerable amount of time, using their imaginations to create farms and houses using plastic bricks and animals. Younger children explore different toys and develop their coordination as they try to put play figures into a vehicle. The childminder talks to children about what they are doing, which promotes their communication and language. However, the curriculum is not broad or challenging enough. The childminder does not plan activities to focus sufficiently on what all children need to learn next. As a result, all children do not consistently make good progress from their starting points in learning.

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

- Children benefit from interactions with the childminder as they play. When they choose their own resources to play independently, they are very motivated. They are creative and persevere as they start to develop problem-solving skills. However, the childminder does not yet have an ambitious curriculum. She does not have a clear enough understanding of how to support children's learning. As a result, she does not plan and sequence learning opportunities well enough to enable children to make consistent progress across all areas of the early years curriculum.
- The childminder promotes children's speech and communication effectively. This includes supporting children who speak English as an additional language. The childminder repeats keywords and phrases clearly so that children can hear the correct pronunciation.
- The childminder knows most children in her care very well. She can describe what they are good at and what she thinks they need to learn next. However, the childminder provides activities that do not consistently offer opportunities for children to develop or practise the things she has identified. For example, children who need to learn to share and take turns are always given their own toys rather than having to share with others.
- The childminder does not always find out enough information from parents about children who are new starters to help her to plan for their learning. She also does not identify what children can and cannot do effectively when they

start attending. As a result, children's individual learning needs are not catered for promptly enough.

- The childminder uses stories effectively to support children to understand what makes them unique. Books about emotions are also available to help children to explore their feelings. This helps to promote children's well-being.
- Children's good health is promoted very well. The childminder provides healthy snacks and meals. She also works closely with parents if children have any special dietary needs. On a hot day, children are regularly reminded to drink plenty of water. The childminder promotes children's oral hygiene. Children know they must wash their hands after using the toilet and before eating.
- The childminder knows the skills that children need to be ready to start school. She encourages children to put on their own shoes and to use the toilet independently. The childminder has established strong links with the local school, and this supports effective transitions for children.
- The childminder has well-organised files and records. She accesses regular training to keep her safeguarding knowledge up to date. However, the childminder has not focused training recently on the early years curriculum and children's learning and development. She recognises this is something that she needs to do.
- Parents speak highly of the childminder. They are very happy with the care that their children receive. Parents report that they receive detailed information every day about what their children have been doing. They appreciate the flexibility that the childminder offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She can describe a wide range of signs that a child may be at risk of harm. This includes an awareness of the 'Prevent' duty. The childminder knows how to report any concerns about a child she may have to relevant agencies. She also understands the process to follow in relation to any allegations about adults who work with children. The childminder carries out regular visual checks of the premises to keep children safe. The childminder supervises children effectively.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

plan and implement a curriculum across all seven areas of learning that is ambitious and challenging to support children to make as much progress as possible	01/09/2023
ensure that activities are focused more sharply on supporting children to develop their next steps in learning.	01/09/2023

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

- consider how to collect more information from parents/carers for their children who are new starters, in order to meet their needs more effectively
- focus professional development opportunities on improving the quality of education.

Setting details

Unique reference number	EY342612
Local authority	Newcastle upon Tyne
Inspection number	10293361
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	0 to 11
Total number of places	12
Number of children on roll	13
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in Newcastle upon Tyne. She operates all year round, from 6.30am to 6.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers funded early education to two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

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 setting.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector viewed the childminder's house and garden and discussed the safety and suitability of the premises.
- Children spoke to the inspector about the activities they were doing.
- Parents 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.

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