

Childminder report

Inspection date: 17 May 2024

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

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and welcoming environment for the children in her care. Children arrive in the morning eager to go and explore the interesting resources available. The childminder reminds the children about the morning routine. She encourages them to find their name, hang up their coats and take off their shoes. Children form close relationships with the childminder. She is highly attentive to their needs and supervises children vigilantly throughout their time with her. She collects a wealth of information from parents when children start attending. This helps her to ensure she understands their stage of development, their interests and care routines right from the start. She then spends time getting to know the children and making sure they feel secure, and happy. This promotes children's emotional well-being, so they are ready to learn and develop.

The childminder has high expectations for children's behaviour. She supports children to understand how to play alongside the other children. For example, she reminds older children about being careful when babies are on the floor. There is a lovely calm and purposeful atmosphere as children engage in a wide variety of different activities. They start to develop mathematical language as they match shapes and colours. They concentrate when they balance on stepping-stones in the garden. Babies develop their core strength as they are encouraged to pull themselves up. Children receive regular praise and encouragement, which builds their self-esteem and gives them the confidence to try new experiences.

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

- The childminder has worked hard since the last inspection to develop her understanding of the early years curriculum. She now has a clear view of what she wants children to learn. There is a strong emphasis on helping children to develop the skills they need to prepare them for school. She recognises the importance of supporting children to become familiar with a daily routine. This includes providing some planned activities to develop children's concentration and perseverance. She also attends different playgroups in the local community. She explains this is to enable children to become more confident around larger groups of children.
- The childminder knows all the children in her care extremely well. She has used her observations of their learning and development to identify appropriate next steps to support individual children to make progress. She then provides opportunities for children to develop and practise these skills throughout the day. For example, she makes good use of tidy up time by asking some children to find different numbers on boxes. Other children are supported to arrange the boxes in the correct order. This approach supports children to make good progress in a fun and engaging way.

- The childminder uses some effective strategies to develop children's communication and language skills. Plenty of songs, rhymes and stories help children to recognise and join in with familiar words and phrases. However, at times, the childminder does not consistently introduce new vocabulary to children as they play. For example, when children take great delight in chasing and popping bubbles outside, she does not use the opportunity to describe what they are doing.
- Parental feedback is highly positive. They welcome the daily feedback they receive about their children's care and learning. Parents report that their children form strong attachments with the childminder. They regard her as having a 'pivotal' role in their children's lives.
- Children benefit from healthy snacks and meals, as well as plenty of fresh air and exercise. The childminder makes sure that good hygiene procedures are followed to prevent the spread of infection. Children enthusiastically engage in an activity where they practise brushing plastic teeth. However, the childminder does not explain to children why oral hygiene is important. She also does not discuss with children why drinking water rather than juice is better for their teeth.
- The childminder demonstrates that she is keen to develop her practice further. She ensures she keeps up to date with mandatory training and has valued support from a mentorship programme. She has also identified further opportunities to learn more about supporting children with special educational needs and/or disabilities. She recognises the importance of identifying children who may not be making as much progress as she would expect. She then works in partnership with parents and other professionals, as appropriate, to implement strategies to support children's progress.

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 interactions further with children as they play in order to introduce new vocabulary and to promote their communication and language skills even more
- promote children's good health even more consistently by helping them to understand how and why they must look after their teeth.

Setting details

Unique reference number	EY342612
Local authority	Newcastle upon Tyne
Inspection number	10302174
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	20
Date of previous inspection	14 June 2023

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

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- 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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