

Childminder report

Inspection date:

16 April 2025

Overall effectiveness	Outstanding
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

The childminder creates an exciting and stimulating environment where children develop a love of learning. From a young age, they show a strong desire to explore and discover. The childminder builds her curriculum around carefully chosen books. This ignites children's interest in activities and forms the basis of a wealth of experiences that support their learning very well across all areas of their development. The childminder has precise aims in the activities that she provides and skilfully adapts her teaching to meet the varying needs of the children who take part. This helps to ensure that all children are supported very well to build on their skills and knowledge. Children are capable and successful learners who achieve well.

Children are happy and at ease in the childminder's care. She provides consistent encouragement and support that contributes to their strong self-assurance. Children show pride in what they can do and challenge themselves further in their play. For example, they excitedly show others the potion they have made and discuss how they will try to make it more magical. The childminder's kind and attentive manner helps children to feel secure. They learn from her example and are considerate towards others. They form friendships and eagerly invite others in to their play.

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

- The childminder has a secure understanding of how young children learn and continues to extend her own teaching skills. Her strong knowledge and close attention to detail leads to activities that are highly focused on what children need to learn next. Her passion for her role is evident. Her fun and engaging approach contributes to children's eagerness to learn. Children become absorbed in activities that consistently support their learning very well.
- Alongside activities in the childminder's home, children benefit from outings in the local area that complement and extend their experiences. The childminder plans these carefully to strengthen the quality of education that she provides. For example, children develop mathematical understanding when they help with simple experiments at a local museum. They make connections in their learning and experiences, which help them to remember and master new skills and knowledge.
- Children enjoy opportunities to develop their own play. Older children show good imaginative skills when they pretend to be a doctor or a hairdresser. The childminder supports this very well, for instance, by modelling words and phrases that children then use in their play. Babies enjoy unhurried and uninterrupted opportunities to explore. For example, they fill and empty containers and work out how to twist caps to open and close them.

- The curriculum for children's physical development is strong. The childminder prioritises active play and encourages regular exercise. For example, children take part in a 'daily mile' each day during walks and enjoy activities based on yoga and martial arts. This, along with the healthy meals that the childminder provides, also helps to support children's good health.
- Parents' feedback is consistently positive. They talk about the childminder's 'unwavering support' and describe her as 'kind, caring and joyful'. There is a flow of detailed information between the childminder and parents that helps them to be involved in their child's early education. Furthermore, the childminder shares assessments and teaching strategies with other settings that children attend. This collaborative approach helps children to remember and deepen their learning.
- The childminder reflects on the care and learning that she provides. Her commitment to ongoing professional development has a positive impact on children's experiences and their outcomes. For example, following a programme of study, she has adapted her approach to routines and become more responsive to children's preferences for learning. This has helped her to support their emotional well-being even more effectively and to make her provision more inclusive.
- Children learn to take responsibility for their actions and behaviour. Older children are resilient and learn to regulate their feelings. Younger children quickly develop the skills needed to negotiate and resolve natural conflicts that occur with others. For example, the childminder's gentle but firm guidance helps them to agree on ways to take turns and share equipment during an activity.

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	EY368805
Local authority	North Tyneside
Inspection number	10392934
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 October 2019

Information about this early years setting

The childminder registered in 2008 and lives in Whitley Bay. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded early education sessions.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder explained how she organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder shared relevant documents to support discussions about the leadership of her provision.
- Parents provided written feedback about their views of the childminder.

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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