

Childminder report

Inspection date: 18 February 2025

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 thrive at this friendly and welcoming setting. They are happy and settled as they play imaginatively in the toy kitchen and pretend to be the bears from their favourite story. The childminder has lovely relationships with children in her care. She is very warm, friendly and kind. Children build strong bonds with her and delight in her company.

Children engage well in play and focus well when taking part in activities, such as sharing stories. The childminder praises and encourages their achievements and good behaviour. This helps to raise children's confidence and self-esteem. Children learn to share and take turns as they explore with masks and toy bears. They learn how to be respectful to each other and use manners.

The childminder provides good support for children's growing independence. This helps to prepare them for school or the next stage in their learning. Children put on and take off their own coats and shoes. They access toys independently and help to tidy them away. The childminder provides children with simple choices, so they can learn to make their own decisions. For example, children choose which colour cup they would like at snack time and what book they would like to read next.

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

- Children benefit from rich opportunities to learn about their local community and life outside the setting. They enjoy daily trips and walks to local parks and shops. They learn about everyday tasks, such as how to use a shopping list and trolley.
- Children enjoy daily fresh air and exercise. They learn about the natural world through trips to a local farm and woods. Children visit a local playgroup, where they learn to socialise and play well with other children.
- The childminder provides good support for children's learning. She observes them at play and monitors their development. This helps her to plan effective support for their future learning.
- The childminder provides clear instructions and models new skills well. She supports children to have a try, when learning new skills for example. However, she sometimes suggests solutions to problems before encouraging children to think of ideas for themselves.
- There is good support for children's developing communication and language skills. The childminder repeats words back to children. This helps them to feel that their words are valued and understood. Children hear lots of language as the childminder chats to them about their play.
- The childminder provides good support for children's physical development. Children develop different ways of using their hands as they explore with puzzles

and play with small-world toys.

- Children develop balance, coordination and core strength as they climb and stretch on equipment at the park and a local gymnastics centre. They enjoy outdoor play in the childminder's enclosed garden.
- The childminder provides strong support for children's early literacy. She shares stories with children and encourages them to explore books independently. Children enjoy trips to the local library, where they choose their own books to explore. Activities the childminder plans are often based on children's favourite stories.
- There is good support for children's understanding of early mathematics. Children learn about shape and position as they explore with jigsaw puzzles. They sort and match toy bears into different coloured containers. They count the bears and identify their colour and size.
- Feedback from parents is very good. Parents have high praise for the childminder's character. They say they are happy with the progress their children make. Parents say they are well informed about their children's day and feel reassured that their children are happy and safe.
- The childminder has a positive attitude towards her continuous professional development. She keeps her skills up to date and has completed a number of training courses since her last inspection. This includes training on supporting children with special educational needs and/or disabilities.
- The childminder has identified further training to develop her already good knowledge still further. This includes training relating to developing children's speech.
- The childminder gathers parents' views and reflects well on experiences for children. She is dedicated to her role and has a good attitude towards the continuous improvement of the service she provides.

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:

- provide further support for children to express their own ideas and solutions
- continue with professional development to raise the already good quality of the provision to an even higher level.

Setting details

Unique reference number	EY389298
Local authority	South Tyneside
Inspection number	10372256
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in Jarrow. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder offers government funded places for childcare.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of a number of parents into account.

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 2025