

Childminder report

Inspection date: 8 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children play happily in the childminder's care. They are confident learners who show a strong sense of belonging. They regularly approach the childminder to seek reassurance and guidance. This shows that they feel safe.

All children very much enjoy time spent outdoors. Younger children develop their balance and coordination when riding bikes and climbing the steps to the slide. Older children pretend to be builders. They work together to move bricks with a wheelbarrow and to build a wall. They develop good mathematical skills when they guess, and then count, how many bricks it takes to match their height. All children develop an understanding of the world and learn about nature. For example, they talk about weather changes over the seasons and learn how to grow and tend to fruit plants.

The good range of activities that the childminder provides appeals to children's interests. This ignites children's curiosity and helps them to build successfully on their learning. The childminder provides a balance of opportunities for children to lead their own play and take part in adult-led activities. Older children show very good attention skills. They listen intently during story time and join in eagerly with familiar songs and rhymes.

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

- The childminder observes children at play and checks that they are developing skills and knowledge that are appropriate for their age. She has a clear vision of what she wants every child to learn. She quickly identifies children who may need extra support with some aspects of their learning. She works closely with other professionals to identify ways to raise children's achievements further.
- Plans for learning, generally, help children to learn more and remember more. However, group activities do not consistently meet the needs of some younger children taking part. For example, two-year-old children become mildly restless while listening to stories. They cannot manage some tasks, such as measuring and counting, during a baking activity.
- The childminder plays alongside children and makes learning fun. She gives children guidance and support while ensuring that they have plenty of time and opportunities to develop their own ideas. This motivates children to join in and contributes to their positive attitude to learning. Younger children persevere while they try to fit puzzle pieces in a tray. Older children work together to draw pictures with chalk.
- Most children are talkative and articulate. The childminder repeats words and phrases back to them, with the correct grammar and pronunciation, and introduces new vocabulary into activities. Children readily use new words in their

play. The childminder provides appropriate support for children who make slower progress in their language.

- Partnerships with parents are well established. They describe the childminder as 'patient, kind and caring'. They say that she gets to know children really well and considers their individual needs. The childminder shares information with parents about children's progress and achievements. This helps parents to build further on children's learning at home.
- The childminder shares ideas with other childminders and takes steps to build on her own knowledge and skills. She supports her assistants to evaluate their practice and encourages them to engage in further professional development opportunities. This helps the childminder to identify ways to build on her good practice and contributes to the strong capacity for ongoing improvements.
- Children benefit from plenty of fresh air and exercise. The childminder provides home-cooked, nutritious meals and snacks. This helps to support children's good health. However, the childminder has not considered further ways to teach children about ways to keep themselves healthy. For example, she does not always help them to understand the reasons for good hygiene procedures, such as handwashing.
- The childminder teaches children about respect and good manners. A well-established routine and consistent boundaries help children to know what is expected of them. They are polite and kind to one another and behave well. They learn to manage their feelings and understand those of others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that can indicate a child may be at risk of harm or abuse. She keeps her knowledge of safeguarding legislation and guidance up to date, for example by attending relevant training courses. This helps her to maintain a good understanding of a wide range of factors that can impact on a child's well-being, such as domestic abuse and exposure to extreme views and behaviours. The childminder assesses risk in her home. She holds a paediatric first-aid qualification. This helps to ensure that accidents are dealt with appropriately.

What does the setting need to do to improve?

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

- consider the learning needs of younger children more precisely when planning group activities
- help children to develop a deeper understanding of the importance of good hygiene procedures.

Setting details

Unique reference number	EY396977
Local authority	Newcastle upon Tyne
Inspection number	10265154
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 9
Total number of places	12
Number of children on roll	26
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 2009 and lives in Westerhope, Newcastle. She operates all year round from 7am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants.

Information about this inspection

Inspector
Clare Wilkins

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 the areas of her home used for childcare. She talked about her early years curriculum and about how her provision is organised.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed a planned activity and discussed it afterwards with the childminder.
- The childminder discussed leadership and management of her setting with the inspector. She shared a range of documents that she uses to support her practice, including evidence of the suitability checks carried out on assistants.
- The inspector spoke to the childminder's assistants and children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.

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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