

Childminder report

Inspection date: 6 June 2024

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

The childminder establishes close bonds with the children she cares for. When children arrive, they are keen to have a cuddle before they explore the playroom. The setting is calm, and children show curiosity in their surroundings. The childminder supports children as they make choices about what they would like to play with. She supports children to develop their independence skills, such as when using cutlery at mealtimes.

The childminder understands the context of the community she lives in and is ambitious in her aim to provide all children with a broad curriculum. She takes children on a range of trips and visits to develop their understanding of the world around them. The childminder makes good use of assessments, including finding out information about children from their caregivers when they first join her setting. She uses this information to ensure that her teaching meets children's needs and moves them forward in their development.

The childminder is vigilant regarding children's safety. For example, she ensures that children are always supervised when eating and when sitting in highchairs. The childminder teaches children the behaviour she expects and models positive behaviours, such as sitting down together at the table for mealtimes.

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

- The childminder uses her knowledge of children's levels of development, along with their interests, to plan the curriculum. She always keeps children's next steps in development in mind when planning activities. For instance, to improve children's attention and concentration skills, the childminder combines new and exciting sensory experiences alongside children's interests. For example, she combines colourful sand with toy dinosaurs. This helps to engage children and extend their focus for ever longer periods of time.
- The childminder promotes stories and songs in her setting, which help children to develop their speaking and literacy skills. Children independently return to books that feature topics of their interest, such as dinosaurs. Young children particularly enjoy practising turning the pages and exploring tactile pages in books.
- The childminder reflects on her practice and is keen to continually improve her setting. She has recently engaged with a variety of training opportunities and is now implementing new knowledge into her practice. For example, the childminder's increased knowledge of children's early brain development is supporting her to develop the curriculum even further and to manage their behaviour with greater effectiveness.
- Children are happy in their independent play and are equally keen to join in with

adult-led activities. The childminder helps children to practise sharing and praises children when they display positive attitudes and friendly behaviours to others. This helps children to learn the behaviours expected of them, which will prepare them well for moving on to school.

- The childminder identifies communication and language as a key area of focus in her setting. She models language well, asks children questions and encourages them to practise new words as they join in with activities. However, occasionally, the childminder does not leave enough time for children to think and respond to her speech, and this prevents them from always being able to have a go at answering. There is also an over-reliance on dummies at times, which prevents children from making the most of all the opportunities to practise their speaking skills.
- The childminder recognises that young children require the opportunity to sleep during the day. However, at times, she does not help children to settle down to sleep when they first show signs of needing to nap. This means that children become unsettled. Additionally, the childminder does not provide consistent sleeping arrangements for all children. Some children have fold-down toddler chair-beds, while others are provided with a large cushion on the floor. The children who have chair-beds show greater signs of comfort than those who are provided with a cushion and settle off to sleep more quickly.
- Parents are happy with the service the childminder provides. They are happy with communication they receive and say the childminder is approachable. Parents praise the progress their children make in the setting, particularly in their social skills and confidence.

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:

- extend communication and language strategies even further so that toddlers have every opportunity to practise their early communication skills
- consider ways to improve the arrangements and routines for children who sleep during the day.

Setting details

Unique reference number	EY405028
Local authority	Newcastle upon Tyne
Inspection number	10347267
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 September 2018

Information about this early years setting

The childminder registered in 2010 and lives in Newcastle, Tyne and Wear. She operates all year round, from 7am to 6pm on Mondays and Fridays and from 6.45am to 6pm on Tuesdays, Wednesdays and Thursdays, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Dani Taylor

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 inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder carried out a joint observation together.
- 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.

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