

# Childminder report

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Inspection date: 12 October 2021

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## What is it like to attend this early years setting?

### The provision is good

Children clearly enjoy spending time with this loving and dedicated childminder. Younger children settle quickly and enjoy exploring the childminder's home. They are fascinated as they hunt in a box for play figures. Children show their developing physical skills as they carefully line them up on a shelf. Babies enjoy crawling along the hallway as they push cars. The childminder is committed to children developing healthy lifestyles. Children enjoy the time they spend outdoors in local parks and woodland. They learn about the trees and insects in the environment. Children take part in a range of activities to help them learn about the environment. They learn how to keep themselves safe. Children know they must hold the childminder's hand if they are outside with her.

Children develop an excellent relationship with the childminder. Babies put their arms out, eager to go to her. Parents comment that their children adore the childminder. They say that she has gently and gradually helped their children to settle. Children make good progress. The childminder plans a range of enjoyable activities to help children to learn.

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

- The childminder supports older children's language development extremely well. For example, she extends what children are saying, and asks questions that encourage them to express their thoughts and ideas. However, she does not consistently adapt her language for younger children. This means that younger children are not always able to hear or use single words.
- The childminder uses professional development opportunities to strengthen her knowledge and skills. For example, following training, she has reviewed the way in which she plans and supports children's play. However, the childminder needs to strengthen her understanding of how she can support older children to develop their literacy skills.
- The childminder has reviewed how she supports children's good health. For example, she reinforces messages about good oral health. She now offers natural yoghurt and fruit instead of fruit yoghurts, to reduce the amount of sugary foods that children eat. In addition, the childminder teaches children how they can support other children with food intolerances and allergies. Children have a good understanding of how they can keep themselves healthy. They remember to wash their hands when they go to the bathroom and swap their juice for water.
- Children demonstrate high levels of engagement. Older children concentrate intently as they build a car track. The childminder supports them well to solve everyday problems as they occur. For example, she asks children how they could join the track together so that it makes a loop. The childminder gives children

time to work things out for themselves and praises them for their achievements.

- The childminder has clear expectations of children's behaviour. She consistently reminds children of her expectations. Younger children respond well to the childminder's instructions. The childminder takes time to explain to older children why they need to be gentle with the younger children.
- The childminder keeps children safe. She teaches children how they can keep themselves safe online. The childminder shares information with parents to help to support children's safety further.
- The childminder knows where children are in their learning and what she wants children to learn next. Her curriculum is well designed to build on children's learning. For example, she helps older children to count with numbers in order. The childminder reinforces counting and consistently models how to start from 'one'.
- Partnerships with parents and other professionals are highly effective. The childminder has a strong working relationship with parents and local schools. She shares a wealth of information with parents about children's learning and how they can support their children at home. The childminder works extremely well with the local school. For example, she has a precise understanding of what children are doing in school. The childminder builds on what children are learning in her home. Parents value the support that the childminder gives to their school-age children with their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how she can keep children safe. She has a very strong understanding of the signs and symptoms that may indicate possible abuse to children. The childminder knows the procedures to follow should she have a concern about a child in her care. She talks confidently about wider aspects of safeguarding, such as the 'Prevent' duty. The childminder has good procedures in place to keep children safe online. She shares information with parents about age-appropriate games and applications. The childminder's home is clean and well maintained.

## What does the setting need to do to improve?

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

- adapt language more effectively when talking to younger children
- strengthen knowledge of ways in which older children develop their literacy skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY412071                                                                          |
| <b>Local authority</b>                             | North Tyneside                                                                    |
| <b>Inspection number</b>                           | 10117137                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 6                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 5 January 2016                                                                    |

## Information about this early years setting

The childminder registered in 2010 and lives in the Holystone area of Newcastle upon Tyne. She operates all year round from 7.30am to 5.30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder's husband is registered as an assistant. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the parts of her home used for childminding purposes. She explained how she sets up her learning environment.
- The inspector observed children playing.
- Parents provided written feedback for the purpose of the inspection.
- The inspector looked at a range of documents, including evidence of the childminder's suitability.
- The childminder talked to the inspector about how she keeps children safe.

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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