

Childminder report

Inspection date: 13 February 2023

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

The childminder provides a homely environment for children. Children access a dedicated playroom with toys, books and resources. They are happy, settled and display positive relationships with the childminder. The childminder is attentive to children's care needs. She knows about individual children's likes and dislikes and recognises when children need reassurance, offering them comfort. Children behave well and use good manners. Children develop friendships with each other and include each other in their play. Older children take pride in helping to care for younger children in the setting.

Children are confident in their play. They move around the setting and seek out resources to engage with, showing good motivation to learn. The childminder joins in with children's play. For example, when children build with blocks, the childminder introduces new vocabulary, counts blocks and names colours, before children excitedly knock down their tower. The childminder is knowledgeable about what she wants children to learn in preparation for moving on to nursery.

The childminder plans regular outings for children, including parks, walks and playgroups. This helps to widen children's experiences in their local community and gives them plenty of opportunities for social interaction and to extend their physical skills. The childminder has a good understanding of how children learn.

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

- Partnership with parents is strong. Parents are complimentary about the care and learning which their children receive and value the support and advice they receive. The childminder gathers detailed information from parents about their children's individual needs during their induction prior to starting the setting. She offers flexible induction periods to support children to settle into her setting. Parents report that information they share with the childminder is respected and taken on board. This helps with children's routines, and supports them to feel safe and secure.
- The childminder promotes children's health and well-being. She provides homemade and nutritious meals for children. Children enjoy fresh air and exercise daily. However, the childminder does not consistently promote children's independence and self-care skills. For instance, older children are not consistently encouraged to wash their hands themselves and younger children are not supported to use utensils at mealtimes.
- Children are happy in the setting and enjoy the company of the childminder. They initiate play, such as children begin to play peekaboo with the childminder, offering lots of smiles and repeating the game again and again. The childminder offers children praise and encouragement for their achievements and when they

play.

- The childminder knows children and their interests and supports their individual needs. For example, when children are worried about an upcoming event they are attending, the childminder shares appropriate information and resources. This helps to offer reassurance to the children. The childminder joins in role play with children to encourage communication about their day at school.
- The childminder introduces new vocabulary and repeats words back to the children. This supports children's early language skills and helps them to gain the vocabulary they need to become confident communicators.
- Children enjoy the range of resources and activities available to them. However, the childminder does not consistently extend children's learning further by providing targeted challenges when they play.
- The childminder values diversity and helps children to learn about different festivals. For example, she teaches children about Polish traditions. This helps children to feel a sense of identity, celebrate their individuality and talk about their family and friends.
- The childminder ensures that her mandatory training is up to date, such as her paediatric first-aid certificate. She networks with other childminders to share practice and ideas.
- The childminder shares information about children's care and learning with parents daily. For instance, she makes individual photo books of children to show what they have been doing in her setting. The childminder shares these with parents, so that they can follow their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe and knows who to report any concerns to. She has a good understanding of the procedures to follow should she have any safeguarding concerns. The childminder completes regular safeguarding training to keep her knowledge up to date. She is aware of any signs and symptoms that may indicate a child is at risk of harm. The childminder ensures that risks to children are minimised through risk assessments. She teaches children about keeping safe outside her home. For example, children hold hands and walk in front of the childminder, and are aware of road safety. The childminder keeps attendance forms to record any absences and logs any accidents in accident book. She has procedures in place relating to the collection of children from the setting.

What does the setting need to do to improve?

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

- develop children's self-help skills and independence further

- consider how to extend and challenge children's learning further when they play.

Setting details

Unique reference number	EY414297
Local authority	Newcastle upon Tyne
Inspection number	10263549
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	6
Number of children on roll	5
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder was registered in 2011 and lives in Walker, Newcastle upon Tyne. She is open all year round, from 7am to 5.30pm, Monday to Friday, except for family holidays. The childminder has an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Lisa Campbell

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 this into account in their evaluation to the childminder.
- The childminder and the inspector discussed how the childminder organises her early years setting.
- This inspector and the childminder completed a joint observation together.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and the impact on children's learning.
- The inspector looked at relevant documentation, such as the childminder's first-aid certificate.

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 2023