

Childminder report

Inspection date: 2 April 2025

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 provides a nurturing and safe home-from-home environment for children. She has a very kind and caring approach. Children build strong relationships with her and show they feel happy and safe in the childminder's care.

The childminder provides a broad curriculum to support all areas of learning. There is a strong focus on promoting children's independence and confidence. For example, children confidently select their own activities, demonstrating good levels of independence in their play. Children demonstrate their motivation and are keen and enthusiastic learners. They delight in engaging with the childminder in real-life role-play scenarios. For example, they pretend to talk to her on the telephone as they tell her about their day and use the small-world animals to discuss why a polar bear lives in a different part of the world to a scorpion.

The childminder has high expectations and is a good role model. She teaches children to be polite and kind to others and provides lots of praise for positive behaviour. This helps children to understand the rules and boundaries in place, such as helping to tidy up. Children say 'please' and 'thank you' spontaneously throughout the day. Their behaviour is consistently good.

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

- Mathematics is woven through the activities of the day. The childminder helps children to count items very well and uses mathematical language in their play. For example, children know they have five fingers on one hand and enjoy adding 'one more'. This helps children to embed early mathematical skills.
- The childminder supports children to develop a love of books. She reads familiar stories to children, encouraging them to take part in the storytelling. Children take 'Hamish', a toy cow from one of the books, with them when they go on family holidays. This helps children to make connections between home and the setting.
- The childminder has a good awareness of children's backgrounds and interests. She supports children to understand different cultures. They have the opportunity to eat food from around the world. For instance, they enjoy eating healthy snacks from Poland. This helps children develop a positive appreciation of other communities and ways of life.
- On occasion, the childminder does not follow effective hygiene practices. For example, children do not always wash their hands after using the toilet or before eating their snack. This means the childminder does not consistently promote children's good health and limits their opportunities to discuss the importance of 'washing away germs'.
- Partnerships with parents are strong. Parents report that their children look

forward to coming to the childminder. They state that she has become an 'irreplaceable part' of their children's lives and they would be 'lost without her'. They feel that their children are safe, thriving and have made good progress while in the childminder's care.

- Children demonstrate their motivation as they put on their shoes and coats to go outside. This develops their independence in preparation for their next stage in learning, including school.
- The childminder has strong links with other settings children attend. For example, she talks to the children about their key person at pre-school and what they like to do there. This means that children receive care that is consistent.
- Children develop their physical skills in the childminder's garden, local park and the village field as they learn about the natural world. They enjoy climbing, jumping and running. This supports them to develop a healthy lifestyle.
- The childminder keeps her mandatory training up to date, such as paediatric first aid. However, she has not undertaken additional professional development or learning opportunities to further enhance her knowledge, understanding and the quality of education provided.
- The childminder uses assessment well to identify possible developmental delays and works hard to close any gaps in children's learning. She works with parents and external agencies to ensure that children receive the right support at the right time. This ensures that all children, including children with special educational needs and/or disabilities, make good progress.

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:

- reflect on routines that promote children's personal health and hygiene, so that standards are consistently high, especially in regards to the importance of handwashing with soap and water
- enhance the use of professional development to focus more precisely on building knowledge and understanding, in order to continuously raise the quality of education, knowledge and understanding.

Setting details

Unique reference number	EY417547
Local authority	Gateshead
Inspection number	10375929
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 15
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 May 2019

Information about this early years setting

The childminder registered in 2010 and lives in High Spen, Tyne and Wear. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their written 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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