

Childminder report

Inspection date: 17 October 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 is dedicated to providing a high-quality provision. Parents value the priority that the childminder places on children's well-being. Children are very happy in the childminder's care. They laugh and giggle as they play with play dough together. Children snuggle into the childminder as they listen to books or doze off to sleep. Toddlers thoroughly enjoy playing peekaboo games and laugh and giggle as they peek round the door.

Parents comment that their children are really happy at the childminder's house. The childminder teaches children how they can keep themselves safe. For example, toddlers learn how to use choppers to cut up fruit. The childminder supervises children carefully and acts quickly to prevent accidents. For instance, when toddlers enjoy climbing on and off a chair, the childminder quickly steps in to steady them when they lose their balance.

The childminder's curriculum is ambitious and well thought out. She identifies the skills children need to learn to help them to make progress. Children behave well. They understand the childminder's routines and follow these well. For example, young children go and wait by the table to wash their hands. They follow her instructions carefully. For instance, children put the resources back in the song box when the childminder asks them to.

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

- The childminder teaches children how they can keep themselves healthy. From an early age, children learn how to wash their hands using soap and running water. Children have a range of healthy meals and enjoy plenty of fresh air and exercise. For example, they enjoy going out for walks to the local nature reserve.
- The childminder is focused on improving her own practice. She identifies training that will help her to improve her teaching even further. The childminder is currently attending training to support children's communication and language and has made changes to her practice as a result of this. An example of this is planning key words that she wants children to develop. This includes helping two-year-old children to expand their use of verbs.
- The childminder supports children's communication effectively. She adapts her language when talking to toddlers. She introduces words as children play, such as 'push, water' or 'mouse'. The childminder sings songs and reads books to children to support their developing language.
- The childminder teaches children about how they can keep themselves safe online. She supervises children carefully when they use electronic devices. The childminder shares information with parents about online safety. She provides advice and support to parents as necessary about age-appropriate games or

parental controls.

- The childminder has a good relationship with parents. She finds out information about children's care and learning when they first start. She talks to parents about what children are doing and the progress they are making. The childminder recognises that she now needs to share even more precise information with parents, particularly about children's learning and development, so that they can develop a shared approach to supporting children's learning further.
- The childminder has a good relationship with local schools. She shares information with them about where children are in their learning. The childminder talks to staff about what children have been doing. She finds out what children are learning and provides further opportunities to develop this.
- The childminder identifies ways in which she can improve her practice further. She has identified that she wants to improve her garden. However, the childminder does not consistently gather feedback from parents to support her evaluations and plans for improvement.
- The childminder supports her assistant to develop her practice further. For example, she ensures that her assistant attends training, such as first aid and safeguarding. They have regular discussions to strengthen their practice further.
- Children develop good attitudes to their learning. Toddlers concentrate well during a singing activity. They enjoy selecting objects from a box and choosing a song. Children listen as the childminder sings, and watch as she does the actions to the song. Children begin to anticipate the rhymes. For example, they pick the mouse and point to the clock to signal the nursery rhyme 'Hickory, Dickory, Dock'.

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:

- strengthen relationships with parents even further and develop a shared approach to supporting children's learning and development
- find effective ways to gather feedback from parents to support the evaluation process.

Setting details

Unique reference number	EY464888
Local authority	Newcastle upon Tyne
Inspection number	10363766
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	13
Date of previous inspection	8 January 2019

Information about this early years setting

The childminder registered in 2013 and lives in Kenton, Newcastle upon Tyne. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She offers government funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how she organises her early years provision, including the aims and rationale for their curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to the childminder at appropriate times during the inspection and took account of their views.
- Parents provided written feedback for the purpose of the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder evaluated an activity with the inspector.

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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