

Childminder report

Inspection date: 28 September 2023

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

Children thrive in this home-from-home environment, where they demonstrate they feel safe and secure. They are relaxed, happy and settle quickly when they arrive. Children develop strong attachments with the childminder and her assistant, who have high expectations for all children. They giggle with delight as they play hide and seek when they find the adults. The childminder and her assistant are kind and caring, and give children praise throughout the day. This helps to raise children's self-esteem and develop their sense of security. Children's behaviour is good. They develop an understanding of what is expected of them. Children help when requested to tidy away and understand the impact of their actions on others.

Children show good attitudes to their learning. They lead their own play and show good levels of concentration during activities of their choosing. Children become engrossed as they collect leaves ready for painting. They match colours and investigate with colour mixing. Children skilfully manipulate paintbrushes to paint the leaves, to develop their pre-writing skills. Children develop a sense of awe and wonder as they discover the print. The childminder gives children a warning when activities need to finish. This allows children to complete their activities to their own satisfaction.

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

- The childminder's curriculum successfully builds on what children already know and what they need to learn next. The childminder targets her support and activities well to ensure that children's knowledge continues to grow. For example, children learn about mathematical concepts, such as shapes and size. The childminder supports children to recognise shapes in all activities. She helps children to understand the value and quantity of numbers. Children count enthusiastically and make connections between the number and the quantity.
- The childminder gives a high priority to supporting children's communication and language skills. She models language with children who are confident talkers. However, at times, the childminder does not always give children enough time to think and respond to questions.
- The childminder has an enthusiastic attitude to exploring new practices and learning techniques for herself and her assistant. They access regular training through forums and online courses. The childminder understands the importance of working in partnership with other settings that children may attend, to promote a consistent approach to their learning.
- Parents are extremely complimentary about the support their children receive from the childminder. They feel their children are extremely well supported in their care and education. Parents comment that their children thrive in the childminder's care. They say that she helps children to be extremely well

prepared for their learning ahead, and is a valuable partner on their children's learning journey.

- The childminder ensures that parents are kept very well informed about their child's progress. From the very start, she takes time to gather a wealth of information from parents. This allows the childminder to plan for children's learning. She shares information about children's play through photos and daily chats. The childminder supports parents with ideas of how to extend their children's learning at home.
- Children benefit from regular opportunities to play outdoors in the fresh air. For instance, they are eager to explore in the garden. The childminder takes children on regular outings to help them to learn about the wider world, such as when they spot birds and other animals on nature walks in the local area.
- Children build their independence skills and learn to manage their own emotions. The childminder and her assistant encourage children to share how they are feeling and offer solutions to help them to make good choices. Children are well prepared and supported in readiness for the transition on to school.
- Children enjoy the time to sit cuddled up with the childminder to read their favourite books. The childminder's use of intonation enthralls children in the story, and children repeat favourite sounds and familiar phrases. She links the story with the words in the book and takes time to explain to children that the words form the story. This supports children's love of reading and understanding that print carries meaning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow if she has a concern about a child in her care. She has a clear knowledge of the signs and symptoms of abuse and the influence of terrorism and radicalisation on young children. The childminder and her assistant attend regular training to keep their knowledge up to date. The childminder ensures that her assistant has the same depth of knowledge, as she regularly tests out her knowledge through discussions. Children receive clear explanations and demonstration to support their growing understanding of keeping themselves safe. For example, the childminder reminds children to walk inside, reminding them of the dangers of falling and tripping.

What does the setting need to do to improve?

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

- provide children with enough time to connect their ideas and think about how to respond to questions.

Setting details

Unique reference number	EY484838
Local authority	Newcastle upon Tyne
Inspection number	10304945
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 7
Total number of places	12
Number of children on roll	8
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 2015 and lives in Newcastle upon Tyne. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- 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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