

Childminder report

Inspection date: 21 October 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Not applicable
--	----------------

What is it like to attend this early years setting?

The provision is good

Children learn about leading a healthy lifestyle. The childminder prepares fresh home-cooked meals and teaches children the importance of following excellent hygiene standards. Children laugh as assistants talk about elephants blowing through their long trunks. This helps children to learn ways to wipe their own nose. Children are happy and quick to settle in this safe and nurturing environment. They make good progress in all areas of their development. The childminder has high expectations for children and staff alike. She offers support for her assistants and provides appropriate challenge for children's learning. The childminder reviews training and thinks of ways to put new ideas into practice. For example, she thinks about ways in which she can use sign language in the daily routine. This helps to promote communication skills for young children. The childminder and her assistants work in effective partnership with parents. They gather detailed information from parents about what their children know and can already do. This helps them to plan activities according to the individual needs of children. The childminder and her assistants provide children with gentle reminders about how to share and take turns. Children show respect and care for one another. The childminder and her assistants are excellent role models for children. Children are confident and demonstrate high levels of self-esteem.

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

- Children are provided with excellent opportunities to participate in physical activities. The childminder and her assistants provide babies with an abundance of praise and encouragement as they take their first steps. They take children on exciting outings, including trips to the park. Children bounce on trampolines with delight and climb over wooden bridges.
- Children develop good hand-to-eye coordination. They mould dough shapes in their hands and learn to use simple tools. For instance, children push dough through a pretend ice cream machine and hand make-believe ice creams around to their friends. This helps to promote children's imagination.
- The childminder and her assistants provide children with excellent opportunities to learn about their natural world. Children have extensive opportunities to make new discoveries in their environment. For instance, during a nature walk children look for animals and discuss what they might find. The childminder and her assistants model high levels of enthusiasm when they spot a squirrel climbing a large tree.
- The qualified childminder and her assistants review the overall quality of the provision and are quick to address any areas for improvement. They talk to children to evaluate what is working well and gather the views of parents. Parents comment that they are very happy with the service they receive. The childminder provides parents with regular updates and shares information with

parents about ways to help continue their children's learning at home.

- The childminder has a good understanding of how children learn. However, she has not considered ways to liaise closely with other early years settings children attend to help to provide a consistent approach to children's learning.
- Children develop a keen interest in listening to their favourite stories. They join in with excitement as the childminder retells the stories. She reads with enthusiasm and pauses before the end of rhyming sentences. Children call out the rhyming words and recall what happens next. This helps to promote children's literacy skills.
- Children have excellent opportunities to develop their mark-making skills. They use an array of pens and pencils and talk to the childminder and her assistants about what they are drawing.
- Children have a good range of toys and resources to choose from. However, the childminder and her assistants have not considered more ways to help to promote children's independence, including ways to extend children's self-care skills.
- The childminder and her assistants thread mathematical development opportunities throughout all aspects of their practice. For example, they sing number rhymes to young children during care practice routines, including nappy-change times. Older children learn to count how many items they can see during story telling sessions. In addition, they recognise shapes and patterns during creative activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants demonstrate a clear understanding of safeguarding practices. The childminder has embedded local safeguarding procedures throughout her policies and shares this with her assistants. She has a clear understanding of her roles and responsibilities to help keep children safe from harm. The childminder and her assistants have a good knowledge of wider safeguarding issues and the impact of these on children's well-being. Children's safety and well-being are given high priority. The childminder and her assistants utilise all opportunities to help children to develop an understanding of how to keep themselves safe. For instance, children are taught clear boundaries and how to identify hazards in their environment.

What does the setting need to do to improve?

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

- build on existing partnerships with other early years providers children attend and help to provide a consistent approach to children's learning
- extend ways to help children to further develop their independence.

Setting details

Unique reference number	EY554624
Local authority	Newcastle upon Tyne
Inspection number	10124953
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	18
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in 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 an appropriate early years qualification at level 3. She works with two assistants.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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 2019