

# Childminder report

---

Inspection date:

6 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time with this caring and loving childminder. Babies regularly climb onto the childminder's knee for cuddles. They thoroughly enjoy finger-and-toe games with the childminder. Babies giggle as the childminder tickles their tummies and feet. They put their feet up for the childminder to continue the game. This demonstrates that children are happy and content. Parents comment that their children love coming. They know that their children are well cared for and feel very lucky to have found this childminder. Children are safe in the childminder's care. The childminder supervises children carefully.

The childminder has high expectations of children's learning. For example, she provides a range of opportunities for young children to develop their knowledge of colours and counting. The childminder demonstrates counting as she builds towers with blocks for toddlers to knock over. She talks about the colour of things as they play. Children behave well. The childminder has clear expectations, which she consistently reinforces. For example, even young children learn not to throw the blocks. When this happens, the childminder intervenes, simply saying 'no'.

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

- Children access a well-organised learning environment, which is planned to let them follow their own interests. The childminder provides a range of enjoyable activities that supports children to learn. For example, babies enjoy standing and dancing at the activity station. Children accessed toys and resources independently throughout the inspection, and enjoy their learning.
- The childminder supports children's health effectively. She has thought carefully about how she can reduce the spread of infection since the COVID-19 pandemic. For example, children have their own colour-coded bottles, plates and cutlery, to reduce the risk of cross-contamination. All children have their own towels, and the childminder cleans and sterilises toys and equipment daily.
- The childminder knows what she wants children to learn, and plans a range of opportunities to extend their development further. For example, she provides activities, such as blocks and activity stations, to help children to develop their small-muscle skills.
- The childminder supports children's communication exceptionally well. Language is an important part of the day as they look at books and sing together. The childminder introduces a range of strategies, such as turn-taking and making eye contact from an early age. For instance, she listens to babies as they babble and shriek, and then she repeats back. This supports children to become confident communicators.
- The childminder helps children to develop healthy lifestyles. She teaches children about healthy eating. The childminder provides a range of opportunities for

children to try fruit and vegetables. She gives clear messages regarding sleep and drinking. Children enjoy lots of fresh air and exercise as they play in the childminder's garden or visit the park.

- The childminder attends a range of training to keep her knowledge and skills up to date. She identifies training to help to improve her practice further. The childminder has recently evaluated how she helps children who are more fussy with food, to try new foods. The childminder discusses how she now uses food for children to play with, before introducing it in their meals.
- The childminder has a good relationship with parents. She talks to parents on a daily basis about what their children have been doing. The childminder shares information about where children are in their learning, and how parents can help at home. They work together to develop consistent routines for aspects, such as sleep. Parents comment that they like the detailed communication and feel they can discuss anything.
- The childminder plans opportunities to develop children's physical skills. For example, she provides opportunities for non-mobile babies to strengthen their neck muscles. However, the childminder has not yet fully considered the skills that babies need before they start walking. For example, she sometimes encourages babies to walk using their hands, as opposed to crawling. This reduces the opportunities for babies to develop their balance and coordination.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She attends a range for training to keep her knowledge and skills up to date. The childminder ensures that her assistant attends necessary training to update his skills. She knows who to contact if she has concerns about children's welfare. The childminder talks confidently about the signs and symptoms that may indicate that a child has been subject to abuse. She takes effective action to keep children safe. For example, children play in a secure garden and her front door is locked. The childminder carries out regular checks to ensure that her environment is safe.

## What does the setting need to do to improve?

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

- ensure that the curriculum for physical development is sequenced effectively so that children have the necessary skills for walking.

## Setting details

<b>Unique reference number</b>	318935
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10263894
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 1
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 May 2017

## Information about this early years setting

The childminder registered in 1998 and lives in Newcastle upon Tyne. She operates all year round, from 7.30am 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 an assistant.

## Information about this inspection

### Inspector

Elizabeth Fish

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the parts of her home that are used for childminding. She explained how she organises her curriculum.
- The inspector observed children playing and evaluated the impact of the childminder's interactions.
- The childminder showed the inspector a range of documents, including those relating to the suitability of herself and her assistant.
- Parents provided written feedback for the purpose of the inspection.
- The inspector talked to the childminder at appropriate points throughout the inspection.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022