

Childminder report

Inspection date: 13 June 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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Leadership and management	Outstanding
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is outstanding

All children benefit greatly from the childminder's ambitious curriculum. Her high expectations of what they can achieve are complemented by her focus on ensuring that children remember and fully understand new learning. Children exceed typical levels of development for their age. Toddlers understand the meaning of numbers, consistently finding two items, such as cars, successfully when asked. They learn new words rapidly, developing impressive vocabulary for their age. Three-year-old children become absorbed in their learning and sustain high levels of concentration. They show excellent mathematical skills. They estimate how many bricks they need to add to a scale to make it balance, then check by counting them correctly, up to 10. They are capable of simple sums, knowing how many more bricks they need to make five.

The childminder's genuine love of, and dedication to her role shines through. Children thrive in her warm, sensitive care. They are confident and joyful in their play and show a strong sense of belonging. The childminder gives children firm, fair guidance and clear explanations about her expectations for their behaviour. Children are exceptionally polite and kind, reminding one another that 'sharing is caring' and to use 'kind hands'. They wait patiently for their friends to take their turn during a game, and praise one another when they learn something new.

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

- Children are very proud of their achievements. The childminder helps them to understand what they are learning. For example, they talk about how they practise 'fine motor skills' while playing with dough. They know this helps to make their hands strong to help them to learn how to write. This contributes to their highly positive attitudes to their learning.
- Teaching is closely focused on what the childminder wants children to learn and remember. She skilfully adapts her approach and language for each child during activities. This ensures that children of varying ages are fully involved and can benefit from her high-quality interactions with them.
- The childminder uses direct teaching extremely well to introduce children to new concepts and skills. She then weaves this new learning in to children's play to help them to deepen and remember their learning. Children gain a solid foundation on which to build their later learning when they move on to school.
- Children listen intently to stories, joining in familiar phrases. The childminder weaves new language in to lively discussions about what happens in the story. Children then independently 'read' to one another while they play 'schools', and take turns to be teacher. They understand the structure of books and explore concepts such as rhythm and rhyme, showing excellent early literacy skills.
- Alongside her excellent curriculum, the childminder prioritises children's health

and well-being extremely well. She knows about their individual needs and preferences and their life experiences. These are fully considered, and each child is supported and nurtured to become confident, resilient and to be proud of who they are and what they can achieve.

- Parents talk about how the childminder has 'played a huge part' in their children's lives. She ensures that parents are closely involved in children's early education, for example by keeping in touch with them during school holiday periods to discuss children's ongoing learning at home. Parents are keen to support this and help their children to learn and remember even more.
- The childminder scrutinises her practice and the impact it has on children. She seeks detailed feedback from parents to help to review her provision. She uses incisive opportunities to develop her own skills, for example, by learning more about how to teach early reading skills effectively. This indicates an excellent capacity for continuing to build on her exceptionally strong early years provision.
- Children are highly self-sufficient. The childminder teaches them self-help skills and they delight in the freedom and opportunity to try things 'all by themselves'. Children show excellent resilience, trying again and again until they manage a task. Their high levels of confidence, independence and self-motivation prepare them extremely well for later life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder shares her comprehensive safeguarding procedures with parents. This familiarises them with the reasons for her high levels of professional curiosity and stringent recording procedures to monitor children's well-being. This places the childminder very well to quickly identify and address any situations, where children may be at risk from harm and abuse. She knows who to contact, and would do so without delay, if she has concerns about a child's welfare. This helps to assure that children receive appropriate help quickly. The childminder has maintained in-depth knowledge of the kinds of harm and abuse that children can suffer from, both at home and elsewhere.

Setting details

Unique reference number	EY376012
Local authority	North Tyneside
Inspection number	10289191
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 November 2017

Information about this early years setting

The childminder registered in 2008. She lives in Benton, Newcastle-upon-Tyne. Opening hours are from 7.30am to 5.30pm, Monday to Friday, during term time only. The childminder holds an appropriate early years qualification at level 3. She offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 her and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the areas of her home used for childminding. She talked about how she organises her provision and about her early years curriculum.
- The inspector observed the childminder's teaching and assessed its impact on children's learning and development.
- The childminder talked to the inspector about leadership and management matters.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents from 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.

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