

Childminder report

Inspection date: 27 April 2022

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 are content, happy and settled in the childminder's warm and friendly home. They respond well to her engaging and highly enthusiastic teaching, and frequently giggle and laugh with her throughout the day. Children deeply engage in their learning, both indoors and outdoors. The childminder provides an ambitious and challenging curriculum that supports their learning very well, overall. Children thoroughly enjoy exploring the learning environment the childminder provides. They spend large amounts of time outdoors, engaging in stimulating experiences, such as investigating water in the mud kitchen and painting on the whiteboard on the fence. Children show high levels of curiosity. They demonstrate this when they observe the tadpoles and make comments about how they swim around.

Children behave very well in the childminder's home. Older children show high levels of respect for each other. They frequently say 'thank you' as they play together. Children respond immediately to the childminder's requests, such as to tidy the floor area before they have their snack. Children are very aware of routines throughout the day. They know to wash their hands after coming in from the garden. They are proud of their efforts and confidently show the inspector their clean hands.

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

- The childminder is creative and engages children in their learning in an imaginative way. For instance, while children wait for the childminder to bring their fruit at snack time, they count up to 20. The childminder encourages children to do this, changing the tone in their voice each time. First, they count in a loud voice, then in a quiet voice, then in a sing-song voice, then like the 'queen'. Children giggle as they count, supporting their mathematics skills expertly.
- Children's reading skills are supported very well. They listen to the childminder reading stories aloud and also enjoy experiences, including the 'mystery reader'. For example, the childminder invited a teacher from the local school to come and read a book to children. This extends partnerships and supports children when the time comes for them to move on to school.
- Children show high levels of independence. Without being prompted, children wash their hands after using the toilet and when they return from playing outdoors. Older children require minimal help to put on outfits, such as their outdoor waterproof suits. The childminder supports younger children well to develop these skills, until they are ready to do this for themselves.
- Children's communication skills are supported well, overall. The childminder helps older children to extend their vocabulary. She introduces new words as children play and they begin to use them independently. The childminder is

aware that she does not always model language at the right level for younger children. For example, modelling how to put two and three words together, so that children learn how to build sentences when they speak.

- Partnerships with parents are strong. The childminder shares information about children's learning in a variety of ways, for example, using an online system. Parents use this to share what children have been learning at home; information which the childminder builds upon, to extend their learning further. Parents are delighted with the childminder's service. They say, 'We count our lucky stars every day that we have someone we trust so much to look after our children'.
- The childminder promotes children's oral health superbly. For example, she provides parents with a box containing a toothbrush, toothpaste, a wealth of information and a clear message that children should visit the dentist before their first birthday. Children see and hear consistent messages about cleaning their teeth with the childminder, which helps to deepen their understanding of the importance of good oral health.
- The childminder helps children to feel very much part of their local community. They go on outings to local places of interest and take part in initiatives, such as 'Random act of kindness day'. This is illustrated when children took flowers to people in the community on their walks and local businesses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge of child protection issues and how to keep children safe and well. She has a good understanding of her local safeguarding partnership procedures. Regular communication with her linked adviser ensures her contact information is up to date. The childminder is confident in recognising a wide range of signs that may indicate concerns about a child's welfare. She knows how to report any concerns she may have. The childminder recognises the importance of ensuring children are supervised at all times if visitors arrive at her home, to keep them safe.

What does the setting need to do to improve?

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

- implement even more effective strategies to help younger children to build upon their developing speech.

Setting details

Unique reference number	2549779
Local authority	Northumberland
Inspection number	10221551
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Belford, Northumberland. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Nicola Jones

Inspection activities

- This was the first routine inspection the provider has 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 and inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed how it impacts children's learning.
- The inspector talked to children, to find out about their time at the setting.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of her suitability.
- Parents provided their views, which the inspector took account of.

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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