

Childminder report

Inspection date: 14 November 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 benefit from a wide range of exciting activities at this friendly and welcoming setting. They are happy, settled and secure. Children form lovely relationships with the childminder, who is gentle, caring and kind. There is strong support for children's personal, social and emotional development. The childminder supports children to take turns and share as they play with tractors in the enclosed garden. She encourages children to use manners and be respectful to their friends. Children play well together as they explore imaginatively with toy animals. Well-established daily routines help children to feel emotionally secure and know what to expect next. Children receive good support to manage their feelings and their behaviour is good.

There is strong support for children's growing independence. Children are encouraged to put on their own shoes and tidy away their toys. The childminder supports children to wash their own hands and zip up their coats and jackets. Children develop their confidence as they learn about the wider world outside the setting. For example, they take part in trips to a local allotment. Here, children learn to water and care for plants and vegetables. They help to feed chickens and take turns to collect their eggs.

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

- The childminder has a good understanding of where children are in their development and how to support and extend their learning further. She knows the children in her care very well. The childminder uses their interests to help plan exciting activities, which she knows children will enjoy.
- The childminder plans good support for children's physical development. Children strengthen their smaller muscles through moving their hands in different ways. For example, they break down wheat biscuits with their fingers as part of an activity. Children learn balance and coordination as they practise their riding skills on scooters and balance bicycles outside.
- Overall, the childminder plans good support for children's developing communication and language skills. She chats to children and shares stories and rhymes, so that they hear lots of language. However, at times, the childminder does not consider the impact of background noise, to help to support children to develop their listening and attention skills further.
- The childminder praises and encourages children. This helps to raise their confidence and self-esteem. However, the childminder does not consistently use praise which is specific, so that children understand exactly what they are being praised for.
- The childminder weaves mathematics well through everyday activities. Children discuss the colours of the tractors they play with. They count how many steps

they jump up and down during play outside. Children learn what is 'empty, half' and 'full' as they fill buckets with water and sand.

- Children have daily access to exercise and fresh air. They choose what fruit they would like from the fruit bowl at snack time. Children learn about healthy eating and where food comes from as they plant and grow lettuces and cabbages from seeds.
- Children develop the use of their senses through a range of stimulating activities. For example, they explore bottles filled with brightly coloured pom-poms and balls. Children show curiosity, concentration and enthusiasm as they explore with gel beads and make marks with wax crayons.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She keeps herself up to date and shares ideas about how to support children through training and online networking events.
- The childminder has established a good relationship with the nearby school. She shares relevant information about children's learning to other schools that children move on to. This helps to provide a consistent approach to support children's learning and development.
- Partnerships with parents are strong. Parents speak very highly of the childminder and the service she provides. They praise her supportive nature, safe environment and the progress that their children make.
- The childminder reflects well on the experiences for children and feedback from parents. She is dedicated to the children in her care and committed to continually improving the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training that includes first aid, food hygiene and a range of aspects of safeguarding. She has a good general awareness of how to teach children to keep themselves safe. For example, she explains to children why it is important not to throw the sand they are playing with. The childminder reminds children to be careful not to bump into each other as they play on bicycles and scooters in the enclosed garden. She knows what might concern her about a child in terms of safeguarding. The childminder knows who to contact and the processes to take to help keep children safe.

What does the setting need to do to improve?

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

- support children in developing their listening and attention skills further, such as by monitoring and keeping background noise low
- use praise specifically, so that children are able to recognise and be proud of their learning and achievements.

Setting details

Unique reference number	2565965
Local authority	Northumberland
Inspection number	10250836
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 11
Total number of places	6
Number of children on roll	22
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Lynemouth, Northumberland. She operates all year round from 7am to 6pm, Monday to Thursday, and from 7am to 4.30pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education for children aged two, three and four years.

Information about this inspection

Inspector
Julie Foers

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 childminder.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She took into account the views of parents.

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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