

Childminder report

Inspection date: 14 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and secure at this fun and inclusive setting. They benefit from a wide range of well-planned activities that cover all areas of learning. Children are confident as they push themselves along on balance bicycles and scooters in the enclosed garden. They persist when they lose their balance and get up and try again. Children show curiosity as they explore with sand and water. They take turns and share as they fill and empty buckets and cups. Children play well together as they explore with a range of musical instruments. The childminder plans strong support for children's personal, social and emotional development. Secure daily routines help children to feel emotionally secure. The childminder gently reminds children what is expected of them and their behaviour is good.

Children form close bonds with the childminder, who is caring, fun and kind. Relationships between them are very respectful. The childminder encourages children to use manners and be kind to their friends. Children are growing in their independence. They fetch their own coats and shoes and tidy away their toys. The childminder encourages children to wash their own hands. She supports them to peel their own fruit at snack time.

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

- The childminder knows the children in her care very well. She knows what stage they are at in their development and how to support their future learning. The childminder uses children's interests to motivate them to learn. She plans exciting activities, which she knows will interest children.
- The childminder praises and encourages children. This helps to raise their confidence and self-esteem. However, the childminder does not consistently use specific praise, so that children understand exactly what they are being praised for.
- Support for children's physical development is strong. Children learn to balance, run and stretch during play outside. They strengthen their smaller muscles as they dig with sand and draw and colour pictures.
- Overall, the childminder plans good support for children's developing communication and language skills. She asks questions and repeats back what children say to show them they are understood. However, the childminder does not consistently encourage children to respond in more detail and express their thinking and ideas.
- The childminder weaves mathematics well through everyday activities. Children discuss the colours of the tractors they play with. They count how many toy ducks they find hidden in the sandpit. Children learn what is 'empty, half' and 'full' as they fill buckets with water and sand.
- Children develop the use of their senses through a range of stimulating

activities. For example, they explore with bottles filled with brightly coloured pom-poms and balls. Children break down wheat biscuits by rubbing their fingers together as they pretend to feed animals in the toy farm. They explore with gel beads and make marks with wax crayons.

- Children have daily access to fresh air and exercise. They choose from a range of healthy fruit at snack time. Children learn which foods are healthy and where food comes from as they plant and grow lettuces and cabbages from seeds.
- Children learn about nature and the wider world outside the setting. For example, they go with the childminder on trips to her nearby allotment. Here, children learn to water and care for plants and vegetables. They help to feed chickens and take turns to collect their eggs.
- The childminder has experience of supporting children with special educational needs and/or disabilities. She has established a good relationship with the local school and shares relevant information to help support children's development.
- Parents speak very highly of the childminder and partnerships are strong. They praise her positive approach, and her safe and caring home and the progress their children make.
- The childminder keeps her practice up to date through training and networking events. She reflects well on experiences for children and feedback from parents. The childminder is committed to continually making improvements. She is dedicated to providing a quality service for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what might concern her about a child in terms of safeguarding. She knows who to contact and the processes to take to help keep children safe. 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, the childminder reminds children to be careful as they climb up and down steps in the enclosed garden. She explains to children why it is important to discard and replace broken toys if they are not safe.

What does the setting need to do to improve?

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

- provide praise specifically, so that children are able to recognise and be proud of their learning and achievements
- encourage children to respond in more detail and express their thinking and ideas.

Setting details

Unique reference number	2577780
Local authority	Northumberland
Inspection number	10250930
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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