

Childminder report

Inspection date: 27 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settled in this setting. They have good attachments to the childminder, who gives children lots of attention. The childminder collects information from parents about their children's likes, interests and routines at home. He uses this information to help children to settle quickly into his setting. The childminder recognises the impact of the COVID-19 pandemic on children's development. He plans experiences, such as visiting playgroups each week, to help children catch up in their social development and play in larger groups of children.

The childminder knows what he wants children to learn. He places an emphasis on teaching children these skills and takes account of their interests when planning the curriculum. The childminder has worked hard to meet the actions raised at the previous inspection. He has attended training to improve his knowledge of how to help children make the best possible progress. The childminder has good hygiene routines in place for changing children's nappies and encourages children to clean their hands regularly.

Children are engaged and concentrate well during activities. For example, they develop their coordination by making patterns with small beads and drawing pictures with chunky crayons. Children behave well. They listen to instructions, use lovely manners and happily help to tidy up at the end of activities. The childminder gives children lots of praise, which helps them to develop high levels of self-esteem. Children smile and spontaneously clap at their achievements.

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

- The childminder monitors children's development and shares this information with parents. He knows the children he cares for well. The childminder evaluates activities and the progress that children make. This helps him plan a curriculum that is tailored to children's individual needs.
- Children demonstrate confidence and interest in activities. They pretend to make meals for the childminder in the role-play kitchen and play creatively with dinosaurs. They show good imaginations, such as when they use shells, stones and natural materials to make a habitat for the dinosaurs.
- The childminder supports children's language well. He engages children in constant conversations and models new vocabulary. Children read books, listen to stories and sing lots of rhymes. This helps children to be confident and articulate communicators.
- The childminder supports children's mathematical development as they play. Children competently count the beads they use, recognise different colours and begin to make patterns. The childminder uses lots of mathematical language as children play.

- Children tuck into healthy and home-cooked foods, learn to use the toilet independently and feed themselves competently. However, the childminder does not consistently think about how he can help children to develop their independence skills further in preparation for nursery or school. For example, he gives children cups with lids on, and they still sit in highchairs when they eat. Additionally, the childminder wipes children's noses and hands without encouraging them to have a go themselves.
- Parents are positive about the service the childminder provides. The childminder provides parents with verbal feedback at the end of each day. He shares progress reports and photos of their children engaged in activities. Parents comment that their children enjoy coming to the setting, and they appreciate the opportunities their children have to play and learn outdoors.
- The childminder places a focus on children learning outdoors. Children enjoy many visits in the local community that help them learn about the world around them. They visit local beaches, lighthouses, countryside and parks. Children observe tadpoles and ducks, grow herbs and tomatoes and pick blackberries. They gain a good understanding of living things and nature.
- The childminder encourages children to make decisions and have a voice in the setting. He values children's choices and listens to what they say with interest. The childminder provides activities when older children request them, such as making bird and bug houses in the garden.
- The childminder has attended training to improve his knowledge of how to support children with special educational needs and/or disabilities. He works closely with other professionals to put strategies in place to support individual children. Parents particularly appreciate the support the childminder offers to include all children in his setting.
- The childminder teaches children how to keep themselves safe and healthy. Children spontaneously talk about carrots and apples being good for them. The childminder teaches children about the importance of road safety and keeping themselves safe online.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- promote children's independence skills more consistently to help to prepare them for nursery or school.

Setting details

Unique reference number	2603055
Local authority	Northumberland
Inspection number	10284129
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	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 March 2023

Information about this early years setting

The childminder registered in 2021. He lives in Blyth, Northumberland. The childminder operates all year round, from 7am until 6pm, Monday to Friday, except for family holidays. He holds an appropriate qualification at level 3. The childminder works alongside his wife, who is registered as a childminder on the Childcare Register to provide care for older children.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in her evaluation of the childminder.
- The childminder showed the inspector around the areas of his home that children access. They discussed how the childminder organises his setting and plans the curriculum for children.
- The inspector observed the quality of education during activities and assessed the impact on children's development.
- The childminder and the inspector reflected together on children's learning during their play.
- The childminder shared a sample of his documentation with the inspector.
- The inspector took account of the views of parents from written statements available.
- The inspector interacted with and spoke to children during the inspection.

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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