

Childminder report

Inspection date: 3 February 2023

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 very happy in the care of this childminder. This is evident as they talk to her about the fairy castle that they are making in the play dough. Younger children laugh and giggle when the childminder tickles them. Parents comment that they know their children love going to the childminder's home. Children develop good relationships with each other. They happily play together as they play with the dolls or in the water. Children learn how to keep themselves safe. For example, they begin to learn how to use a knife to chop their fruit. The childminder uses her hand over their hand and guides them as they chop strawberries.

The childminder generally has high expectations for children's learning. She has thought about how she can develop children's independence. For example, she organises her play space, so that children can access the toys independently. She encourages older children to use counting skills as they select fruit after their lunch. The childminder also helps older children to complete homework or reading tasks for school. Children develop good attitudes to learning. They concentrate well as they play in the water or play dough.

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

- The childminder plans her learning environment carefully. She identifies what children need to learn next and uses their interests to develop this further. For instance, she uses cars with crayons attached to develop children's small-muscle and early writing skills. This helps children to extend their physical skills further.
- Children behave well. The childminder has clear behavioural expectations, which she consistently reinforces. Children swiftly respond when the childminder tells them to use their indoor voices. They quickly tidy up when asked. This helps to create a calm and orderly environment.
- The childminder helps children to understand how they can keep themselves healthy. For example, she provides a range of healthy meals and snacks. Children learn how to care for their teeth and brush them after meals. They understand the importance of washing their hands before eating.
- The childminder plans how she can support children's physical development. For example, she plans opportunities for babies and toddlers to strengthen their muscles as they start to walk. However, the childminder has not thought enough about the stages children go through as they learn to use cutlery with good control. Consequently, older children continue to use their fingers to feed themselves.
- The childminder plans a range of exciting and motivational activities. Children are highly engaged as they play in the water. They explore different tubes and containers. The childminder supports children effectively to share and take turns, reminding children to use their voices to ask for toys.

- The childminder supports children's communication and language. Good quality interactions support children's language development. She listens to children carefully and repeats and extends what they are saying. She adapts her language effectively when talking to younger children. This helps to expand their vocabulary. Parents comment on the progress their children have made in their language.
- The childminder has a good relationship with parents. She shares information with them about what their children are doing. She talks to them about children's development and how they can support them further. She talks to parents and they develop consistent strategies to support children's learning. This has been particularly useful where children have needed support to catch up.
- The childminder is generally keen to improve her practice further. She has a good attitude to keeping her knowledge and skills up to date. For example, recent training on allergies has helped the childminder to review how she keeps her environment safe from allergens. However, she does not always identify all areas where she could improve her practice further. As a result, there are minor weaknesses that she has not yet identified or addressed.
- The childminder works effectively with other professionals. She talks to schools and nurseries about children's learning. They discuss how they can help children further. For example, they work together to put consistent strategies in place to manage children's behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. She talks confidently about the signs and symptoms that may suggest that a child is subject to abuse. She knows the procedures she would follow if she had a concern. She has a good understanding of all aspects of safeguarding, including the 'Prevent' duty guidance. She carries out thorough risk assessments and takes effective action when she notices potential hazards. For example, when children play with water, they remove their socks to prevent slipping. She uses a stairgate to ensure children are unable to use the stairs without supervision.

What does the setting need to do to improve?

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

- consider even more ways to develop children's physical skills
- strengthen evaluations to identify and address minor weaknesses in practice.

Setting details

Unique reference number	2610059
Local authority	Northumberland
Inspection number	10263395
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Cramlington. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector around her home and explained how she organises her provision.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- Parents provided the inspector with written feedback.
- The inspector observed children playing and learning and evaluated the impact on their learning.
- The childminder evaluated an activity with the inspector.
- The inspector talked to the childminder about how she manages her provision.
- The inspector viewed a range of documents, including those relating to the childminder's suitability.

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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