

Childminder report

Inspection date: 22 March 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the childminder's care, who puts a great effort into every aspect of her work. The childminder's challenging curriculum plans, routines and care practices are meticulously matched to children's individual needs and preferences. This helps to ensure that all children benefit as fully as possible from her excellent teaching and high-quality provision. Children are happy, confident and show high levels of self-esteem. They are consistently absorbed, excited and interested in the excellent range of learning experiences available. Children delight in finding unusual plants during a nature walk, working together to check off items on their list. They show remarkable perseverance and problem-solving skills. For example, children seek out stools to hold up a road that they make with planks of wood. They persevere and try out different ways to arrange the resources until they get it level.

Children's behaviour is exemplary. They show respect and kindness for one another, often offering to help their friends during their play. It is evident that children are very familiar with securely embedded routines and expectations. They listen and respond to instructions very well and show an excellent understanding of how to stay safe. For example, children know to stop, look, listen and wait for the childminder's prompt before crossing roads.

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

- The childminder takes full account of the different ways that young children learn. She considers the best ways to maximise their learning opportunities. For example, some children show less interest in books and prefer active play. The childminder ensures that these children continue to build on their already good literacy skills. For example, during snack time, she reads stories to them when they are more receptive to listening intently. She provides a range of books alongside other activities that children refer to while they play.
- Children are curious and keen to explore. They eagerly search for plants and bugs during a nature walk. The childminder has clear intent for children's learning during this and all activities. Children learn to write for a purpose, begin to understand the natural world and rapidly expand their vocabularies, learning a range of words to describe plants. The childminder's consistently precise planning, alongside highly focused teaching, helps children to make excellent progress across all areas of learning.
- The childminder weaves mathematics into every aspect of children's learning and routines. This contributes to children's remarkable early understanding of numbers. Children estimate and compare quantities independently during their play. They are able to correctly count out three cars and predict that they need another two to make five.

- Children are incredibly self-sufficient and independent. Consistent praise and encouragement from the childminder gives them the confidence to manage many tasks independently. Children are very proud that they can manage their own belongings and put on their shoes and coats. They tidy up and clear the table without prompts, showing clearly that this is a responsibility they take on as part of their routine.
- The childminder teaches children about positive values and morals that prepare them well to be good citizens in modern Britain. She encourages and values their suggestions and choices. For example, children use coins to vote for which story they would like to hear. They learn to listen to and respect the opinions and ideas of others.
- Children develop an excellent, age-appropriate understanding of diversity in their community and the wider world. They learn about celebrations, such as Diwali and Easter. The childminder ensures that this learning is meaningful and memorable. She provides books and resources to teach children about different people and communities. The childminder uses these to help children to recall their learning and maintain their awareness and understanding.
- The childminder scrutinises her practice and considers the impact it has on children's learning and well-being. Her plans for her own professional development and that of her assistants are very well focused. She swiftly puts her new knowledge and skills into practice. For example, she has increased children's opportunities to develop their hand muscles by routinely providing fun activities with dough. This contributes to her strong capacity to build even further on her excellent practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has in-depth knowledge about safeguarding. She attends regular training and carries out her own research about ways to keep children safe from harm. This contributes to her excellent awareness of current issues within the local community and online dangers that could pose a risk to children's welfare. The childminder has clear and comprehensive arrangements to record and report any concerns. This helps to ensure that children and families receive any necessary support without delay. The childminder has safe recruitment procedures and ongoing checks to ensure that her assistants are suitable to work with children.

Setting details

Unique reference number	2622709
Local authority	Northumberland
Inspection number	10280872
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Seaton Delaval, Northumberland. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She employs two assistants who work with her occasionally. The childminder receives funding to provide early education for three-year-old children.

Information about this inspection

Inspector

Clare Wilkins

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 the areas of her home used for childminding. She talked about how she organises her provision and about her early years curriculum.
- The inspector observed the childminder's teaching and assessed the impact on children's learning and development.
- The childminder talked to the inspector about leadership and management matters.
- The inspector accompanied the childminder and children on a walk in the local community.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents from their written feedback.

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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