

Childminder report

Inspection date: 15 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has a strong bond with the children in her setting. She has a calm, gentle and respectful manner towards children. As a result, children show that they feel safe and secure in the setting. This is shown in the way they smile and laugh when interacting with the childminder. Children demonstrate their confidence and language skills, such as, when they request for the childminder to take part in various games and activities.

The childminder is ambitious in her aim to support children to be ready for school. She provides opportunities for children to practise listening and attention skills, as well as develop skills in personal care and independence, such as toileting and dressing. Children make good progress and demonstrate positive learning behaviours, such as sharing and taking turns.

The childminder considers all areas of learning within her teaching. This means that children receive a broad range of learning opportunities and experiences. The childminder considers the different ages of children in the setting when attending to their care needs. For example, older children benefit from fresh air and exercise on a walk in the local area, while babies rest and nap in the pushchair.

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

- The childminder is keenly aware of the importance of promoting children's communication and language skills. She models language extensively, for instance, when narrating children's play and asking them questions. Furthermore, the childminder spends quality time sharing books with children. She encourages younger children to explore age-appropriate books. For instance, children lift the flaps and listen to the childminder model key words. Older children join in with the story and talk about what they can see in the pictures.
- The childminder takes a kind and caring approach to supporting children in her setting. She follows their lead and allows them to make choices. The childminder keeps in mind her prior assessments of children's knowledge and skills as she plays and interacts with them. However, although the childminder is mindful of children's interests and skills, she does not always adapt her teaching swiftly enough when children show that they are now secure in this knowledge. However, the childminder understands the progress she wants children to make and is clear in how she will support them to achieve this.
- The childminder helps children to develop their personal care. Older children confidently use the bathroom independently and remember to wash their hands. Older children also show high levels of independence at mealtimes and the childminder has plans in place to support babies on their weaning journey.

- The childminder accurately evaluates her practice and takes steps to continuously improve. This has included exploring new strategies to identify and support children's next steps in their learning. The inspection findings reflect the childminder's own evaluation. However, occasionally, the childminder does not present children with the right tools and experiences to match their developmental stage. For example, she sometimes introduces babies to activities which are better matched to the needs of older children, such as exploring with colouring pencils.
- The childminder has a secure understanding of her duty to protect and safeguard children. She uses risk assessments to ensure that her premises are safe and secure to provide childcare. The childminder teaches children safety procedures when crossing the road on outings and they follow these well.
- Since registration, the childminder has developed her understanding of supporting children with special educational needs and/or disabilities. She has been proactive in accessing training to support this and applies this knowledge to support children in her setting.
- Parents share that they are very happy with this setting. They praise the environment and learning experiences their children receive. Parents feel their children make good progress and are also happy with the communication the childminder provides.

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:

- focus teaching more precisely in order to provide the right level of challenge to extend children's learning even further
- plan activities and experiences more precisely to take account of children's next steps in development.

Setting details

Unique reference number	2642900
Local authority	Northumberland
Inspection number	10335270
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Allendale. She operates all year round, from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Dani Taylor

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 premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024