

Childminder report

Inspection date: 3 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 aims to enrich children's experiences. Her curriculum includes many outings, where children take part in new and exciting activities. For example, children take their first trip on a boat or a bus. The childminder uses frequent visits in the community to help children to develop an understanding of the world around them. Alongside this, she plans a range of appealing play activities for children that cover all areas of development. Overall, her clear aims help children to make good progress. Children are keen to learn and become absorbed in their play.

Children grow in confidence in the childminder's care. She is sensitive to children's individual needs and preferences, and takes great care to ensure that she helps them to feel safe and secure. Children play happily and are at ease. They show they trust the childminder, for example, by reaching out to hold or stroke her hand during their play.

The childminder's gentle prompts and frequent reminders help children to remember her expectations and boundaries. Children learn manners and respect from the childminder's consistent modelling of positive behaviours and interactions. They behave well. The childminder considers every behaviour to be a form of communication. She takes a supportive and positive approach to any issues with children's behaviour. The childminder provides emotional support and helps them to work through their feelings and frustrations.

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

- The childminder embraces children's ideas during activities and follows their lead. This helps children to develop their thinking skills and creativity. For example, she adapts an activity to make sensory bottles into an imaginative game, where children bake 'cheesy pasta pie'. The childminder provides cheese for children to grate and add to their dish. Children show remarkable concentration spans for their age.
- Activities are relaxed and unhurried. Children have plenty of time to repeat and practise, which helps them to master their skills and remember their learning. The childminder has clear aims for children's learning, based on her accurate observations and assessments. Occasionally, however, she overlooks ways to build even further on some aspects of children's learning, particularly mathematics. For example, the childminder does not provide new learning opportunities for children who are very familiar with numbers, colours and shapes and find games with bricks very easy.
- Children are fluent and articulate talkers, who chat happily during their play. The childminder supports this well by modelling new words and asking skilful questions that encourage children to think. She notes that some children are

reluctant to share books. However, the childminder has not considered more ways to include stories and rhymes, to encourage children's love of reading and help them to develop their vocabulary even further.

- The childminder praises children at every opportunity and frequently reminds them how wonderful they are. Children develop high self-esteem, showing pride in their achievements. For example, they exclaim, 'I did it' and comment they are 'amazing'. The childminder encourages children to develop a can-do attitude, which helps them to develop resilience in their learning. Children persevere, for example, when trying to clear pasta and rice from the neck of a funnel.
- Partnerships with other professionals help to provide consistent care and support for children. The childminder is very proactive in sharing information and seeks advice to help her to meet children's individual needs. She adapts her practice, routines and curriculum to include all children. This helps to ensure that she supports all children to make the progress that they are capable of and promote their well-being.
- Parents say the childminder goes 'above and beyond' and they consider her to be a part of their family. The childminder gives parents frequent updates via an electronic app about their child's day. She shares information from assessments and her plans for learning. This helps parents to further encourage children's early learning at home.
- The childminder is committed to reviewing and enhancing her provision. She continues with her own learning to strengthen her knowledge and skills. For example, she is studying for a new qualification that will help her to extend her understanding of how best to support children with special educational needs and/or disabilities.

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:

- strengthen the curriculum for mathematics and help children to build even further on their skills and knowledge
- encourage children more consistently to develop a love of reading to prepare them even more for their later learning in literacy.

Setting details

Unique reference number	2662039
Local authority	Northumberland
Inspection number	10333053
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	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Blyth, Northumberland. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays, family holidays and two weeks at Christmas. The childminder provides funded education for two-, three- and four-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 her evaluation of the childminder.
- The childminder showed the inspector around the areas of her home used for childcare. She discussed her early years curriculum and how she organises her provision.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder carried out a creative activity and evaluated this alongside the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder provided a sample of documents and photos to support her inspection.
- The inspector took account of parent's views from written feedback provided.

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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