

Childminder report

Inspection date: 29 July 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

Children flourish at this friendly and welcoming setting. They form close relationships with the childminder, who is patient and kind. Relationships between the childminder and children are warm and caring. They have fun together and obviously enjoy each other's company. The childminder praises and encourages children as they share stories and sing songs together. This helps to raise their confidence and self-esteem.

Children are happy, settled and secure. They explore musical instruments and play imaginatively in the toy kitchen. Children are confident and are happy to ask the childminder for help if they need it. They are engaged in their play and curious as they pretend to make drinks for themselves and the childminder. Older children show excitement and pride in their achievements as they roll balls along the floor to see which will travel the furthest. The childminder supports children to manage their behaviour and play well together. They take turns and share as they roll balls down wooden ramps and choose which song to sing next. Secure daily routines help children to settle and to know what to expect. Children are growing in independence. The childminder encourages children to wash their own hands and to choose what they would like to play with next.

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

- The childminder plans activities that she knows will excite and challenge children. These cover all areas of learning. Children plant strawberries in pots in the childminder's enclosed and spacious garden. They explore books and develop their senses through messy play.
- The childminder gathers detailed information from parents when children start. She uses this to help plan individual support for children's learning, from the outset. The childminder takes into account children's interests when planning and follows their lead in play.
- The childminder provides strong support for children's developing communication and language skills. She helps to ensure children hear lots of language as she talks to them about their play. Children benefit from song and story time as part of the daily routine.
- The childminder understands well how to support children's speech. For example, she reduces as much as possible the time children use comforters, such as dummies. The childminder repeats back to children the words that they say. This helps them to know their words are valued and understood.
- There is strong support for children's physical development. Children balance on see-saws and scooters in the rear garden. They run, jump and stretch during trips to the park and soft play centres.
- Children learn to develop smaller muscles and use their hands in different ways.

This helps them to prepare eventually for early writing. Children use paint brushes to make marks, roll balls and explore with small world toys.

- Children learn about their local area and life outside the setting through trips to the beach and woods. Children learn how to build sandcastles and enjoy walks in nature.
- Parents speak highly of the childminder. They say she is professional and supportive' with a 'warm and welcoming nature' . Parents describe the childminder's home environment as caring and nurturing and say that she provides 'exceptional care'.
- Relationships with parents are strong. The childminder keeps parents regularly updated on their child's day, both verbally and through the use of daily diaries. The childminder sends photos and regular updates to parents on their children's progress and the activities they take part in.
- The childminder understands the importance of working closely with other professionals, in education and health, involved with children in her care. However, she is yet to build stronger relationships with other settings children attend, in order to create a more joined-up approach to support children's learning.
- The childminder reflects on children's experiences. She enjoys training and has a positive attitude towards continuous improvement. The childminder has identified further training relating to the different ways children learn that she plans to complete, in order to extend her skills and knowledge still further.

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:

- build stronger relationships with other settings children attend to complement and support their learning
- continue with professional development to raise the already good quality of the provision to an even higher level.

Setting details

Unique reference number	2682704
Local authority	Northumberland
Inspection number	10357638
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 2022 and lives in Blyth, Northumberland. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first aid training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector the views of a number of parents into account.

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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