

Childminder report

Inspection date: 15 November 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 clear love of her role. Her enthusiasm and involvement in children's play encourages them to join in, and they very much enjoy the activities available. Children develop close bonds with the childminder and show a great sense of belonging in her care. The childminder provides consistent routines so that children know what to expect. This helps them to feel secure, and they are evidently at ease in her care.

The curriculum is based around themes and events. The childminder thinks carefully about how she organises her home to provide children with a wide range of experiences that cover all areas of learning. She knows children well and provides them with activities that, overall, build on their current experiences. She is mindful of broadening children's interests, and she encourages a love of learning and curiosity. Overall, children make good progress in their learning and achieve well. They develop particularly strong physical skills due to a distinct strength in this part of the curriculum. The childminder provides plenty of opportunities, both indoors and outdoors, for children to develop their balance and coordination. For example, toddlers lift, climb on and slide down soft-play equipment.

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

- Children's days are filled with songs and stories. This contributes to their very good progress in communication and language development. They show a love of books. Toddlers independently select a book from the good range available, taking it to the childminder to share. They learn to turn the pages, identify pictures and copy the words that they hear.
- The childminder checks on children's progress, for example by observing them while they play. Overall, she uses her findings to plan activities that, generally, help children to learn. However, occasionally, specific activities are not focused as well as they could be on what the childminder wants children to learn next. For example, although children enjoy adding colour to a picture of a bear, there is no clear learning intent for this activity. It is easily manageable and children lose interest quickly.
- The childminder supports children's independent play and learning well. For example, she provides resources linked to the children's interests. Toddlers who enjoy pretend play focus intently on making 'tea and cakes'. They show very good imaginative skills. Children are curious about the world around them. Toddlers become excited when they see birds in the garden and then find them in a book.
- Professional development is focused around meeting legal requirements, for example safeguarding children and paediatric first aid. The childminder has not considered ways to build further on the quality of education by deepening her

own knowledge of some aspects of early learning. For example, although she includes phonics in her teaching, this is occasionally not appropriate or is taught incorrectly.

- Children learn about ways to keep themselves safe and healthy. The childminder encourages a healthy diet, for example, by encouraging nutritious packed lunch choices and encouraging children to drink water rather than juice. She teaches them about the importance of handwashing to prevent the spread of infection.
- The childminder encourages children to be independent and resilient learners. She encourages them to keep trying when they find a task tricky. Children show a sense of responsibility from an early age, for example when they put an activity away before getting out new toys to play with.
- Children benefit from the childminder's consistent guidance for positive behaviour. They show an early awareness of boundaries. For example, when toddlers hold a pen poised at drawing on toys, they glance at the childminder, showing an understanding that this is not acceptable. Children learn to say 'please' and 'thank you' and show respect for others.
- Parents report that they feel involved in their children's learning. They say their children get very excited to attend each day and enjoy their time with the childminder. The childminder shares information with parents about their children's learning. She supports them with working towards some developmental milestones, such as toilet training.

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 more consistently during activities on the specific skills and knowledge that children need to develop next
- make more effective use of professional development opportunities to develop greater knowledge of specific educational programmes, for example in early literacy.

Setting details

Unique reference number	2695464
Local authority	Northumberland
Inspection number	10367963
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 6
Total number of places	6
Number of children on roll	9
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 6.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate childcare qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to a parent during the inspection, looked at written feedback from others and took account of their views.
- The childminder provided the inspector with a sample of key documentation.

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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