

Childminder report

Inspection date: 19 September 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 works alongside her husband as a co-childminder. Together, they offer children a stimulating, warm and caring environment to play and learn in. The childminder provides a focus on children learning outdoors. She promotes children's learning through a child-led curriculum, following their interests and next steps in learning. The childminder plans trips in the local community, such as to forest school and local groups, to help to develop children's social skills, understanding of the world and physical skills.

The childminder sets up 'invitations to play' to encourage children's curiosity and exploration skills. She places an emphasis on providing natural, recyclable and open-ended resources for children to choose from and investigate. Children are curious and motivated when they play. For example, they use everyday crockery to scoop and empty sand in a low-level tray on the ground. They concentrate deeply as they practise their hand-eye coordination. The childminder's individualised approach to children's learning supports children with special educational needs and/or disabilities (SEND) to access all areas of the curriculum.

The childminder is mindful of the physical skills she wants children to learn. For example, she provides low-level furniture so babies can pull themselves to standing and cruise along. The childminder places an importance on children developing their independence. She provides smaller berries at snack time as she recognises this will encourage children to use a pincer grasp. Children choose their snack from an exciting array of fruit and practise chopping it up with child-sized knives.

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

- The childminder observes children carefully to find out about their current level of development. She uses this information to plan a curriculum around what children need to learn next. The childminder sequences children's carefully. For instance, she knows which children need to move on from drinking from a bottle to using cups or straws.
- Partnerships with parents are strong. The childminder shares lots of information around children's learning with parents, including ideas to support their children's learning at home. Parents are very happy with the service the childminder provides. They comment that their children make good progress, especially in their communication and physical skills.
- Children learn to be confident communicators in this setting. The childminder makes sure that children have a voice and are listened to. She develops children's communication and language very well. The childminder comments on children's play and extends their language. She introduces new vocabulary, such as the names of different fruits or words like 'juicy' and 'furry' when describing

kiwi fruit.

- The childminder develops children's mathematical skills as they play. She comments on different colours and shapes, and models counting when they play. Younger children count from one to three and excitedly take part in number songs with props, such as 'Five Little Ducks'.
- Children develop a love of books. They freely access books, which are displayed attractively around the setting. The childminder prioritises reading to children each day. Toddlers choose to sit and look at books by themselves, turning the pages and babbling about the story.
- The childminder makes sure that she finds out about children's routines from home during welcome and settling-in visits. She makes sure that children follow their sleep routines and have their comforters and individual blankets to help them to settle. The childminder shows respect for children, such as by giving them privacy when changing their nappies.
- The childminder wants all children to make the very best progress, including children with SEND. She uses strategies, such as signing, to help children to develop their communication skills. The childminder understands when to refer to other professionals and how to gain further help when children need more specialist support.
- Children have lovely attachments with the childminder. She plans activities, such as games, to teach children to share and take turns. However, at times, the childminder does not always teach younger children how to resolve minor conflicts during their play. For example, when children want the same book, the childminder removes it, rather than encouraging them to think of a solution and resolve their disagreement.
- The childminder attends lots of training to keep her knowledge up to date. She makes sure that all statutory training, such as first aid and safeguarding, is current. The childminder has plans to seek further professional development opportunities to help her to support children with SEND to an even higher level.

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:

- extend knowledge of how to support young children's behaviour and help them to resolve minor disagreements
- implement the plans to increase professional development opportunities to enhance the support offered to children with SEND.

Setting details

Unique reference number	2756937
Local authority	Northumberland
Inspection number	10349467
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 1
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 was previously registered with a childminding agency between 2021 and 2023, and registered with Ofsted in 2023. She lives in Choppington, Northumberland and works alongside her husband as a co-childminder. They operate all year round, from 7.30am to 5.30pm on Monday, Tuesday and Wednesday, and from 8am to 5.30pm on Thursday and Friday, except for family holidays. The childminder holds a childcare qualification at level 3 and offers the government funded places for childcare.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children interacted 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 childminder evaluated children's learning during the inspection with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their written views 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.

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