

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 his wife as a co-childminder. Children are happy and settled in the childminders' care. The childminder places an emphasis on children learning and playing outdoors in the fresh air each day. Children benefit from trips in the local area, such as to the local woods and parks. The childminder uses these visits to help to enhance children's social skills and physical development. Children benefit from a curriculum which focuses on their interests and what they need to learn next. The childminder encourages children to choose what they would like to play with. He takes account of children's next steps in learning through his interactions with children.

The childminder plans the learning environment so that it is motivating and supports children to make choices. Children confidently know where to find their favourite resources and make independent decisions about their play. The childminder provides lots of natural and open-ended resources to spark children's curiosity, and encourage them to explore and investigate. Children have lots of opportunities to practise their self-care skills and develop their independence. They choose their fruit for their snack and practise cutting it up with child-sized knives. Children persevere and work out how to transport sand from one container to another and make marks in the sand. This helps to develop children's fine motor skills.

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

- The childminder observes children's learning closely to identify any possible gaps in their development. He provides sensitive support and uses strategies, such as using sign language and sensory calming boxes, to include all children in activities. This helps children to make good progress.
- The childminder plans interesting and stimulating activities, which help children to learn new skills. For example, he provides hats, large pieces of fabric and shoes in the dressing-up box. The childminder recognises that encouraging children to use these resources will help them to develop their independence, such as dressing skills.
- The childminder shares regular information with parents about their children's care and learning. Parents are very positive about the service that the childminder provides. They comment that their children love attending and they appreciate the messages and photos they receive throughout the day.
- The childminder places a priority on developing children's communication and language. As children play, he provides a commentary and introduces new vocabulary to children. For example, when children explore with a wooden farm set, the childminder models the names of the animals and the sounds they make.

- The childminder plays alongside children and helps them to develop their mathematical skills. He teaches children about size, shapes and numbers during activities. Children enjoy taking part in number songs and practise pointing to props as the childminder counts along.
- Children develop an interest in books in this setting. The childminder makes sure that he reads stories to children each day and provides lots of good-quality of books for children to independently access. Children enjoy sitting looking at their favourite books, turning the pages and attempting to retell the story.
- The childminder is calm and caring, and children relate very well to him. Children are confident and sociable. The childminder makes sure that he follows children's routines from home. For example, children follow their sleep routines and have their comforters and individual blankets to help them to settle.
- Children learn to follow healthy lifestyles. The childminder works with parents to provide healthy packed lunches and offers nutritious snacks, such as fruit and vegetables throughout the day. He offers a range of different fruit, such as dragon fruit and mango, to encourage children to try new tastes. Children learn about the importance of staying hydrated and are regularly encouraged to drink water.
- Children have secure bonds with the childminder and children enjoy their time playing with him. However, at times, the childminder does not always teach younger children how to resolve minor disagreements. For example, when children want the same toy, the childminder moves it away, rather than encouraging them to share or think of a way to play with it together.
- The childminder makes sure that he attends all required training, such as first aid and safeguarding. He keeps himself updated with changes in early years practice. However, he has not focused professional development precisely to enhance the quality of education to an even higher level. For instance, the childminder is unsure of when it is appropriate, and the sequence, to teach children certain literacy skills, such as letter sounds.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance knowledge of how to support young children's behaviour and help them to resolve minor conflicts.
- focus professional development more precisely on extending the quality of education to an even higher level.

Setting details

Unique reference number	2786816
Local authority	Northumberland
Inspection number	10361955
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and lives in Choppington, Northumberland. He works alongside his wife 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 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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