

Childminder report

Inspection date: 19 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder plans a wide range of exciting and challenging activities and experiences at this friendly and welcoming setting. She builds very warm and respectful relationships with the children in her care. They form close bonds and obviously enjoy each other's company. Children are happy, settled and secure as they play imaginatively with toys cars and explore resources in the pretend kitchen. They are absorbed in their play and are curious and eager to learn. For example, children focus intently as they pick up coloured pom-poms with tweezers and drop them into matching coloured tubes.

The childminder plans strong support for children's personal, social and emotional development. Children benefit from secure daily routines. For example, the childminder settles children when they arrive each morning by sharing familiar books and stories. She praises and encourages children. This helps raise their confidence and self-esteem. The childminder provides good support for children's growing independence. She encourages them to put on and take off their shoes and to fasten their coats. The childminder models to children how to put on their socks. She provides clear instructions and supports their learning well. The childminder is a good role model. She encourages children to use manners and to be kind to their friends.

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

- Children benefit from daily fresh air and exercise. There is a strong focus on outdoor play and learning about the natural world. Children plant tomatoes and flowers that attract butterflies and bees. They care for sunflowers and watch them grow. Children go on bug hunts around the large garden. They explore with soil and water in the mud kitchen outdoors.
- The childminder is passionate about planning creative activities that she knows will interest children and extend their learning. For example, she provides rich opportunities for children to use their senses as they explore with cereal and straw.
- Children enjoy good opportunities to learn about their local community and life outside the setting. For example, they take part in trips to local parks, toddler groups, the beach and a farm.
- The childminder provides strong support for children's physical development. Children climb, stretch and balance on tyres and slides outside. They learn how to push themselves along on wheeled toys and, eventually, how to ride a bicycle.
- Children learn how to use their hands and fingers in different ways. For example, they bake bread and knead dough. Children take part in painting and art and craft activities. The childminder introduces tools, such as rollers and

tongs, to help children practise the movements they will need later for early writing.

- The childminder provides strong support for children's growing communication and language skills. She introduces new words and descriptive language into children's play. The childminder repeats children's words back to them to show them what they say is valued and understood.
- The very experienced childminder has a thorough understanding of child development. She regularly updates her skills and knowledge. For example, she has completed training on children's brain development. This has helped her to improve her knowledge on how children learn.
- The childminder gets to know the children in her care well over time. However, the information she gathers about children's learning and experiences when they first start is not always detailed enough to support planning effectively for children's learning from the outset.
- Parents speak very highly of the childminder and the service she provides. They say she is professional, fair, caring and kind. Parents praise the wide range of experiences on offer and the good systems in place for communication. They say their children thoroughly enjoy their time at the setting.
- The childminder reflects regularly on the effectiveness of activities and experiences she plans for children. She is open to suggestions from parents and shares ideas for good practice with other childminders. This demonstrates her positive attitude towards continuous improvement.
- The childminder clearly enjoys her work and is proud of the children in her care. It is obvious that the best interests of children are at the centre of all she does.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children healthy and safe. For example, she supports children to learn how to sit carefully on chairs and to use wheeled toys safely during outdoor play. The childminder keeps herself up to date with any changes in legislation. She is aware of all aspects of safeguarding. The childminder attends safeguarding training and holds a current first-aid certificate. She demonstrates a sound knowledge of safeguarding signs, symptoms and procedures. The childminder knows who to contact should she have a concern about a child and the procedures she must take to keep them safe.

What does the setting need to do to improve?

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

- strengthen processes for gathering more detailed information when children first start, in order to better plan support for their learning from the outset.

Setting details

Unique reference number	506892
Local authority	Northumberland
Inspection number	10301344
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 January 2018

Information about this early years setting

The childminder registered in 1992 and lives in Lesbury, Northumberland. She operates all year round, from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare 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 began. 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 looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and the 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 spoke to the parents of children present and took account of their views.

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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