

Childminder report

Inspection date: 22 February 2022

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 provides a loving and homely environment in which children flourish. She is kind and caring. Children develop very secure attachments with her. The childminder wants every child to achieve to the very best of their abilities. Children happily choose what they would like to play with. They solve problems, for example when they persevere to try and to push different-sized cars down a ramp. Children benefit from the childminder's undivided attention. They spontaneously climb onto her knee and cuddle in. Children have their comfort items from home close by, such as their blankets at sleep time. This helps them to settle well.

Children learn how to keep themselves safe. For example, the childminder reminds them not to put things in their mouths when they play. Children have many opportunities to go on visits in the local area. They visit parks, the beach and local countryside where they develop their physical skills. The childminder plans lots of visits to playgroups to help children increase their confidence in larger groups. Children develop their early literacy skills well. They join in with their favourite nursery rhymes and read books with the childminder each day.

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

- The childminder plans a curriculum which takes account of children's interests and what they need to learn next. She collects information from parents when their children first start, to help her to provide interesting and challenging activities from the beginning.
- The childminder works very well with parents. She sends them photos of their children playing throughout the day and keeps them updated about their child's progress. The childminder makes suggestions to support children's development at home, for example around the use of dummies.
- The childminder has a close working relationship with the local school. She shares lots of information about children's care and learning when they attend both settings, and also when they move on to nursery. The childminder works with teachers to identify any gaps in children's development and to help them catch up.
- Children have lots of opportunities to explore and investigate. They enjoy playing with coloured rice and play dough. When children play, the childminder encourages them to develop their mathematical skills. Children learn to count, recognise colours and compare size.
- Children learn to be confident communicators. The childminder holds meaningful conversations with them. She introduces children to new vocabulary when they play. Young children proudly copy new words, such as 'dolphin' and 'starfish'.
- The childminder encourages children to be healthy. Children enjoy a nutritious snack of bread sticks, banana and strawberries. They develop their

independence, for example, when they try hard to cut up their banana with small knives. The childminder encourages children to learn about good oral hygiene. They brush pretend teeth and talk about keeping their teeth clean.

- The childminder encourages children to develop their fine-motor skills in preparation for early writing. Children manipulate dough, make marks in rice and use chunky crayons to draw patterns and lines. The childminder adapts her resources to help all children succeed. For example, she offers them different types of scissors.
- The childminder plans many opportunities for children to understand about the world around them. For example, children enjoy planting cress. They water their plants, watch them grow and are excited to later make egg and cress sandwiches for their tea.
- The childminder introduces routines for older children to help prepare them for school. For example, children enjoy regular singing sessions and story times. Older children find and recognise their name on arrival, and stick it on the wall to register their attendance.
- Children learn to manage their emotions. They behave very well. The childminder helps children to understand how they are feeling, for example when they are tired. They listen well to her clear and consistent expectations.
- The childminder attends all statutory training, such as safeguarding and first aid. However, she has not focused her professional development on raising the quality of education to an even higher level, to raise outcomes for children further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She recognises the signs and symptoms of abuse. The childminder knows what to do if she has any concerns about a child's welfare. She makes sure that her home is safe for children to play. The childminder pays attention to children's individual needs, such as food allergies. She makes sure that young children's food is cut into small pieces to prevent the risk of choking.

What does the setting need to do to improve?

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

- focus professional development on raising the quality of education to an even higher level.

Setting details

Unique reference number	506897
Local authority	Northumberland
Inspection number	10217939
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 1992 and lives in Bedlington, Northumberland. She operates all year round from 7.30am to 6pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

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 her evaluation of the childminder.
- The childminder joined the inspector on a learning walk. She talked about the curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation of an activity.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the written views of parents.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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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