

Childminder report

Inspection date: 26 January 2024

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

Children are happy and secure in this home-from-home environment. The childminder greets children warmly into her home. They leave their parents with ease and settle quickly with the caring childminder. Children enjoy lots of attention, cuddles and reassurance from the childminder. This helps them to feel safe and develop secure relationships with the childminder. The childminder quickly responds to young children who are unsettled. This helps to promote children's emotional well-being. The childminder has high expectations of children's behaviour. She is a good role model and makes good use of praise and encouragement. As a result, children behave well.

Children explore the setting with confidence and curiosity. The environment is well organised to enable them to make independent choices in their play. For example, children select small animals and build with blocks. The childminder introduces new vocabulary such as 'ant', 'elephant' and 'dragonfly'. This helps to develop children's communication skills. The childminder promotes children's understanding of counting well. For example, the childminder teaches the children to count as they stack blocks on top of each other. Furthermore, as children build, the childminder helps them to recognise shapes. This helps to develop children's mathematical skills.

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

- The childminder provides a range of healthy and nutritious snacks and drinks. She speaks to parents and encourages them to provide a healthy, well-balanced meal for children at lunchtime. Furthermore, the childminder discusses the importance of oral hygiene. This supports children to learn about healthy choices.
- The childminder ensures that her mandatory training is up to date. She keeps her knowledge up to date and herself informed of changes in childcare and early years through attending regular training. She makes links with other childminders and shares ideas on how to support children's development even further.
- Parents comment that they are very happy with the care that is provided. They feel that the childminder is warm and approachable. The childminder has regular discussions with parents about what types of activities and experiences children have while in her care. She gathers a wealth of information from parents when their children first start at the setting. However, the childminder does not always find out about children's skills and abilities. This means that she cannot plan effectively from the very beginning.
- Overall, the childminder implements her curriculum well. She considers the children's interests and plans a good range of activities and experiences for

children. However, she does not always plan what she wants children to learn and in what order. This does not help to build children's knowledge sequentially.

- The childminder helps children to develop a love of books. Children enjoy sitting closely with the childminder, listening to their favourite stories. The childminder narrates, comments and introduces lots of new words to help develop children's vocabulary. In addition, the childminder sings action rhymes and songs and young children eagerly join in with 'quack, quack, quack'. The childminder provides a language-rich environment, which helps to develop children's speaking and listening skills.
- Children are developing their independence skills. They eat independently and learn to manage their own personal care. Children make choices about the toys and equipment they play with. This helps children to become self-sufficient.
- The childminder is a good role model and has high expectations of children's behaviour. When children struggle to regulate their behaviour, the childminder has a calm, consistent approach. The childminder provides plenty of encouragement, helping to raise children's confidence and self-esteem.
- The childminder teaches about a range of festivals and celebrations throughout the year. She talks to children about similarities and differences. Children visit museums and places of local interest. This helps children to learn about the wider world and their local community.
- Children's physical skills are developing well. The childminder takes children on regular outings to the park, soft play and local playgroups. She encourages children to build with construction blocks. They count and compare the blocks as they build. Young children eagerly count to 10 and beyond, with the support of the childminder. This helps to develop their early mathematical skills.

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:

- gather more detailed information from parents about what children already know and can do when they first start at the setting
- ensure that the curriculum is coherently planned and sequenced to further enhance children's learning.

Setting details

Unique reference number	506916
Local authority	Northumberland
Inspection number	10311932
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 1996 and lives in Cramlington, Northumberland. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julie Campbell

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 joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided and discussed the children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents to gain their views about the setting.

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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