

Childminder report

Inspection date: 30 September 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 thrive at this friendly and welcoming setting. They are happy, settled and secure as they play imaginatively with toy dinosaurs, alongside their friends. The childminder is patient, caring and kind. She builds lovely relationships with the children in her care. They form close bonds and obviously enjoy each other's company. Children show focus and concentration as they build with construction toys and listen to favourite stories. The childminder praises and encourages them. This helps to build children's confidence and self-esteem. She is clear with her praise and celebrates children's achievements with them. This means children understand clearly what they have done well.

The childminder supports children's personal, social and emotional development well. Regular daily routines help children feel secure. Good hygiene routines help them to understand how to keep themselves healthy. The childminder encourages children to share and play cooperatively together as they build towers from bricks and tracks for their toy cars. Children's behaviour is consistently good. The childminder encourages children's growing independence. For example, children learn how to wash their own hands and peel their fruit at snack times.

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

- The experienced childminder provides a good range of experiences and activities that she knows will interest and excite children. These cover all areas of learning. However, occasionally, when planning activities, she does not always consider in detail the aims for each child's learning.
- Support for children's physical development is good. Children benefit daily from fresh air and exercise. They have good opportunities to develop larger movements through play in the childminder's enclosed garden and trips to local parks and soft-play centres.
- Children develop small-muscle skills in preparation for early writing. For example, they learn to use their hands in different ways as they build towers and explore with small-world toys.
- The childminder provides good support for children's developing communication and language skills. She repeats words back to children. This helps them to know their words are valued and understood.
- Children hear lots of language as the childminder chats to them about their play. They share stories and sing songs. The childminder introduces new words such as 'segment'. She helps children to extend their vocabularies and experience rhythm and rhyme.
- The childminder has completed training in mathematics and her support for children's mathematical development is a strength of the setting. The childminder encourages children to count and to learn about shape, colour and

size. Children learn about quantity as they halve oranges at snack time.

- Children learn about positional language, such as 'top', 'around' and 'together', as they pretend to build roads and wash their hands before snack time. They help to solve problems, such as how to strengthen the towers they build by adding bricks to the base.
- The childminder supports children to make simple choices and decisions. For example, children choose which piece of fruit they would like at snack time and which book they would like to read next. However, there are less opportunities for children to choose from and independently access resources that promote creativity and sensory development.
- Parents speak highly of the childminder. They praise the guidance and support she offers, for instance, around children's eating. Parents say communication at the setting is 'excellent' and that the childminder 'goes above and beyond' in her care of children. They say their children 'adore her' and that they would highly recommend her to other parents.
- The childminder has built good relationships with the local school children also attend. She shares information with teachers when children move on to school from her setting. This helps to provide a consistent approach to support children's learning.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She has a positive attitude to her professional development and has identified further training she would like to complete, for example, on how to help support children to manage their feelings and emotions.

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:

- consider in more detail the aims for each child's learning when planning activities
- strengthen opportunities for children to choose from and independently access resources that promote creativity and sensory development.

Setting details

Unique reference number	506947
Local authority	Northumberland
Inspection number	10363784
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 January 2019

Information about this early years setting

The childminder registered in 1993 and lives in Cramlington, Northumberland. She operates all year round, from 7am to 6pm, Monday to Friday except for bank holidays and family holidays. The childminder provides funded care and early education for children.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- 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 discussed with the childminder how she helps to keep children safe. This included evidence about first-aid 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 took account of parents' written feedback.

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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