

Childminder report

Inspection date: 13 March 2025

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 settled in the care of this attentive and caring childminder. They feel safe and secure. Children demonstrate this through their confidence when interacting with visitors and choosing what they would like to play with. The childminder has a dedicated playroom. She organises the environment around children's interests and stages of development. The childminder plans her curriculum around what children need to learn next. She supports children to achieve their next steps in learning through child-led play. The childminder places an emphasis on developing children's communication and language skills as they play. She provides a commentary on children's play, extends their vocabularies by introducing new words and values their attempts at communication. This helps children to develop into confident communicators.

Children behave well. The childminder has clear expectations for children, which are appropriate to their age and stage of development. Children listen well to the childminder's instructions. The childminder focuses on teaching younger children social skills, such as to share and take turns. She has lovely interactions with children. The childminder uses praise to raise children's self-esteem. Children show pride in their achievements, such as when they build a tower with stacking cubes or construction pieces. They clap and giggle as they knock their tower down, then show resilience as they build it back up.

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

- The childminder regularly observes and assesses children's development to plan her curriculum. She shares information with parents and carers about what she is working on next with their children. The childminder places an emphasis on helping older children to develop the key skills they need for school.
- The childminder uses the local environment to enhance her curriculum. She plans visit to the local countryside, parks and beaches. The childminder uses these visits to teach children about the world around them and to develop their large physical skills.
- The childminder runs the local toddler group and takes children with her each week. She recognises that this gives children opportunities to develop their confidence in larger groups. Children also enjoy meeting with other childminders and children to develop their social skills further.
- The childminder works with children and their families to develop their understanding of a healthy diet. She makes sure that children have daily access to fresh air and their packed lunches are nutritious and balanced. The childminder meets children's individual needs well, such as any allergies or dietary requirements.
- Children have lots of opportunities to develop their mathematical understanding

as they play. The childminder encourages children to sort, match and name different colours and shapes. Children learn to confidently count during activities.

- Children are independent, motivated and willing to have a go. This is because the childminder provides activities that extend children's interests. For example, when children show an interest in vehicles, the childminder provides books about different transport.
- The childminder provides children with access to lots of books throughout the day. She reads stories to children regularly, encouraging them to turn the pages and point to pictures. Children independently look at books as they play. This helps to develop children's early literacy skills.
- Parents comment that the childminder is an important part of their community. They report that their children very much enjoy coming to this setting. They appreciate the information they receive about their children's progress and learning.
- The childminder has increased opportunities for children to learn about diversity. For instance, she has introduced more books and resources that reflect the world children live in. The childminder supports children to explore celebrations that are important to their friends, such as Lunar New Year.
- The childminder sits with children as they play and gives them her full attention. However, at times, in her enthusiasm, the childminder does not consistently help children to explore or test out their own ideas. For example, when playing with dough, the childminder directs children's play around using cutters to make shapes, rather than giving them more time to investigate for themselves.
- The childminder attends all statutory training and has engaged in some training around developing her curriculum. However, she has not focused her professional development on enhancing her knowledge further of how younger children learn and develop.

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:

- give children more time to explore, investigate and test out their own ideas during activities
- focus professional development on enhancing knowledge of how younger children learn and develop.

Setting details

Unique reference number	506984
Local authority	Northumberland
Inspection number	10372414
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 April 2019

Information about this early years setting

The childminder registered in 1994 and lives in Bilton, on the outskirts of Alnwick, Northumberland. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder showed the inspector around the premises. She discussed how she ensures that they are safe and suitable and how she implements the curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education during the inspection and assessed the impact on children. The childminder evaluated children's learning with the inspector.
- Parents shared their written comments with the inspector.
- Children interacted and spoke to the inspector.
- The inspector looked at relevant documentation that the childminder shared.
- The childminder and the inspector had leadership and management discussions throughout 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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