

Childminder report

Inspection date: 4 April 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

Children are relaxed and happy in this home-from-home, family environment. The childminder is very caring and affectionate towards them. Children develop strong bonds with her and show that they feel safe and secure in her care. They seek the reassurance of the childminder in the presence of adults, and quickly gain confidence to talk to visitors. The childminder is a positive role model and children behave well. They quickly learn the 'house rules'. The childminder gives children lots of praise and reassurance. This helps to build their confidence and self-esteem. Children are well supported to understand different emotions, for example when they want cuddles when not feeling well.

Children have interesting, enjoyable days with the childminder. They often go on outings where they can explore and learn about nature. For example, they love to visit the local park. Young children learn to manage their own personal care needs, such as putting on their own aprons for painting. They confidently and independently choose what they would like to play with. Children are well supported to gain the skills they will need when they go on to school.

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

- The quality of education is good. The childminder understands the importance of providing children with the opportunity to practise and consolidate previous learning. For example, children delight in revisiting a game with cars and ramps. They manipulate these with skill and watch them move, giggling with delight. The childminder then introduces concepts of size as they investigate which cars fit and why. She has high expectations for children and strives to ensure they reach their full potential.
- The childminder focuses on helping children to develop and use new language, and provides an appropriate commentary as they play. For example, during a game where young children paint with cars, the childminder demonstrates the marks the tyres make with paint. Young children follow her instructions. They hear and repeat new terms, such as 'pattern' and 'imprint'.
- Partnerships with parents are well established. The childminder shares a wealth of information with them to ensure that they are informed of every aspect of their child's progress. Throughout the pandemic, the childminder ensured that parents were able to access the same level of information through using various forms of technology.
- Parents are extremely positive about the care, support and education provided by the childminder. They comment that she goes above and beyond what is expected of her, which reflects her dedication. Parents are delighted that children love to attend and thrive in her care.
- The childminder's care practices thoroughly promote children's health,

independence and confidence. From an early age, children learn the importance of effective handwashing and healthy eating. Children show that they are able to make decisions in regard to their growing understanding of safety. For example, when riding bikes, they instantly put on helmets to stay safe. Children rest in line with their personal preferences, so they are able to wake happily and resume their play.

- The childminder manages her setting well. All documentation is in place and supports and underpins her practice. Although the childminder reflects on her practice, she does not always use this to identify opportunities for professional development. This limits the raising of the quality of teaching to the highest level.
- The childminder has a very good awareness of children's backgrounds and interests. She takes time to find out from parents what children do at home, and then builds on this learning. Children are at the centre of the childminder's practice. She often allows children to take the lead in their own learning, based on what interests them. As a result, children are eager to engage in activities and show high levels of concentration. The childminder knows the children well. She makes good use of observations and assessments to accurately plan their next steps in learning. As children play, the childminder intervenes at appropriate times to promote and extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for concern about a child's welfare. The childminder is familiar with the correct procedures to follow to keep children safe from harm. She regularly carries out training to keep her knowledge up to date. The childminder supervises children diligently and teaches them how to keep themselves safe, for example when they are using large ride-on bikes within the home.

What does the setting need to do to improve?

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

- enhance self-evaluation and consider ways of strengthening opportunities for professional development, to enhance practice to the very highest level.

Setting details

Unique reference number	507037
Local authority	Northumberland
Inspection number	10218452
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	8 to 1
Total number of places	6
Number of children on roll	8
Date of previous inspection	22 August 2016

Information about this early years setting

The childminder registered in 1997 and lives in Choppington, Northumberland. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Eileen Grimes

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 and the inspector carried out a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation. They discussed the suitability of adults within the home and the management of the setting.
- Through written feedback, the inspector took account of parents' views and comments.

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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