

Childminder report

Inspection date: 9 June 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident in the childminder's care. The childminder is kind and caring, and children respond very well to her. Children have excellent relationships with the childminder. They behave very well and know what the childminder expects of them. They take turns, listen well and share resources. Children learn about what makes them unique. They are interested to compare similarities and differences between themselves, such as the colour of their eyes. Children freely talk about their lives at home.

Children make choices about their play and are encouraged to make decisions. They decide whether they would like to play indoors or outside. The childminder listens carefully to children's views and interests. She plays sensitively with them. Children freely access and choose resources to extend their learning. When children are interested in superheroes, the childminder encourages them to make 'buildings' with blocks for their favourite characters.

Children are safe and secure. They know not to run inside and spontaneously tidy up their toys after playing with them. Children develop their fine motor skills. For instance, they concentrate as they pour, scoop and fill different-sized containers with cereals and lentils. Overall, the childminder provides challenging activities for children. Children try hard and persevere. For instance, they persist when peeling the backs off stickers during a creative activity.

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

- The childminder knows what she wants children to learn. She takes account of children's interests and what they need to learn next when planning activities. The childminder talks to parents when children first start, to help her find out about their children's development.
- Children develop their imaginations and show good concentration during their chosen play. However, the childminder does not consistently think about how she can develop children's creativity further during adult-led activities. For example, she provides pre-drawn pictures and pre-cut shapes during art and craft activities. This limits children having their own ideas.
- The childminder helps children to learn about their community. Children visit the park, soft-play centres and the library to mix with larger groups of children. They learn about nature, for example as they plant sunflowers and care for them.
- The childminder encourages children to develop their independence. Children put their own shoes on, wash their hands and use the toilet on their own. The childminder recognises that this will help children when they start nursery or school.
- Parents are complimentary about the childminder's service. The childminder

shares information with parents about their children's development. She shares photos of their children playing and provides verbal feedback each day.

- The childminder attends training to keep her knowledge up to date and to benefit children. For instance, she has extended her knowledge of how to support children's mathematical development.
- The childminder offers children a healthy diet. She thinks carefully about providing them with a balanced menu. Children have lots of opportunities to play outside in the fresh air. However, the childminder does not consistently help children to understand why a healthy and balanced diet is important.
- The childminder develops children's language skills. She constantly chats to children, commenting and extending on their conversations. The childminder encourages children to develop their memory skills and recall previous events. Children are confident communicators.
- Children develop their mathematical skills. They name colours, shapes and use numbers when they play. The childminder introduces vocabulary such as 'long' and 'short' when children play. Children learn about exchanging money when they pretend to go the shops and buy fruit at the local greengrocers.
- Children extend their early literacy skills well. They demonstrate a love of books. Children name objects in a story about a hungry caterpillar. They turn the pages independently and talk about the story. The childminder provides activities which are linked to children's favourite stories to extend their early reading skills.
- The childminder works well with other settings that children attend. She shares information to support consistency in children's learning. The childminder knows which professionals to contact for advice and support if she was to care for children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She can recognise the signs which may indicate that a child is suffering from abuse. The childminder has a good understanding of how to report any concerns she may have about a child's welfare. She attends lots of training to help her to identify the different types of abuse. The childminder teaches children how to keep themselves safe. For instance, children learn about road safety on visits.

What does the setting need to do to improve?

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

- plan adult-led activities more carefully to support children to have their own ideas and develop their creativity
- help children to understand and learn about why having a healthy diet is good for them.

Setting details

Unique reference number	507060
Local authority	Northumberland
Inspection number	10218457
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	3 to 7
Total number of places	6
Number of children on roll	3
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 1997 and lives in Ashington, Northumberland. She operates all year round from 7.30am 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 funded early 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 their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder carried out a joint observation of an adult-led activity with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022