

Childminder report

Inspection date: 19 December 2024

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, safe and settled in the care of this attentive and caring childminder. The childminder plans a curriculum that takes account of children's interests, ages and the areas of learning. She places a focus on developing children's early literacy skills. Children take part in many activities that are linked to their favourite stories. For instance, the childminder encourages them to look for sticks in the local woods. Children excitedly look for their 'stickmen', and the childminder supports them to compare their sizes. The childminder wants to prepare children for school. She teaches children independence skills, such as washing their hands and buttering their bread. Children take part in a daily 'welcome time', where the childminder uses pictures to help children to understand what is happening during their day.

The childminder helps to develop children's social skills in larger groups of children. She takes children to socialise at stay-and-play sessions at the local pre-school. Children behave very well due to the childminder's clear expectations and routines. The childminder teaches children how to label how they are feeling and to take turns, such as when playing board games. She supports children to learn how to keep themselves safe. For example, children know to stop, look and listen when crossing roads and to cover their mouths when coughing.

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

- The childminder assesses children and plans activities to help them to make progress. However, at times, the childminder plans next steps in learning for individual children that are too broad and not precise enough to help them to make even better progress. For instance, she does not consistently adapt the learning intentions during planned activities for individual children.
- Children are confident communicators. The childminder engages children in constant conversations and introduces new vocabulary, such as 'ambulance' and 'helicopter'. Children copy these new words and use them in their play.
- Children develop a love of books and take part in lots of singing in this setting. They sit on a bench in the woods and request their favourite songs, joining in gleefully with the words and actions. The childminder is an effective storyteller and exposes children to lots of different books.
- The childminder develops children's mathematical skills very well. She encourages children to count objects, recognise colours and patterns, and talk about different sizes. Children spontaneously use mathematical language as they play. For instance, they comment that the bag they are carrying when engaging in pretend play is 'too heavy'.
- The childminder places an importance on children developing healthy lifestyles. She provides children with nutritious, home-cooked food and fruit for their

snack. Children have daily opportunities to be outdoors in the fresh air in the local community. The childminder teaches them about the importance of good oral health.

- The childminder organises the environment so children can follow their interests and independently access resources to lead their own play. This helps children to be engaged and motivated in their play. Children show pride in their achievements and demonstrate high levels of self-esteem.
- The childminder has close links with the local pre-school and liaises with them when children also attend this setting. However, she does not consistently link with other professionals or settings further afield that children attend, to support children's learning even further.
- Parents comment that their children love coming to this setting and do not want to leave at the end of the day. They report that the childminder is an important part of the community. The childminder shares information with parents around their children's learning. For example, she provides daily verbal updates, shares photos of activities and sends home regular progress checks.
- The childminder prioritises her professional development around children's needs. For example, she has gained a special educational needs coordinator award at level 3. The childminder has taken part in a national professional development programme and attended recognised training to support children's communication and language skills. This has helped her to keep her knowledge up to date and raise outcomes for children further.

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:

- plan more precisely for what individual children need to learn next during activities
- extend partnerships with other professionals and settings that children also attend to provide more continuity in children's learning.

Setting details

Unique reference number	507069
Local authority	Northumberland
Inspection number	10367562
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	14
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 1998 and lives in Barrasford, Northumberland. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6. 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 the children's learning and development.
- The inspector observed the quality of education during the inspection and assessed the impact on the children. The childminder evaluated the children's learning with the inspector.
- The inspector accompanied the childminder and the children on an outing in the local community.
- Parents shared their written comments with the inspector.
- The children interacted with, 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 during 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.

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 2024