

Childminder report

Inspection date: 30 May 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

The childminder provides a safe, welcoming and stimulating environment. She is warm and caring. This helps children to feel secure and form strong attachments. Children thrive in this setting. The childminder has a clear understanding of how to keep children safe and meet their care needs effectively. For example, she teaches children about road safety.

The childminder knows children very well. She regularly observes and assesses their development. The childminder uses this information to plan a curriculum that supports children's next steps in learning. The curriculum is thoughtfully planned, with a focus on children's independence, early literacy, mathematics and language development. The childminder's aim is for all children to be ready for the next stage in their learning. She introduces regular activities, such as song time and story time, to help to prepare children for school.

Children behave exceptionally well. They are polite, take turns and listen attentively. For instance, during imaginative play, children give their dolls 'a turn'. The childminder sets clear boundaries, and children understand what she expects. She praises children when they are being 'kind'. This helps children to understand what they have done well. Children spontaneously say 'please' and 'thank you' as they play. The childminder plans opportunities for children to attend local playgroups each week. She uses these visits to support children to practise their social skills in larger groups of children.

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

- Children make good progress in all areas of learning. They are confident, motivated and engaged. Children demonstrate high levels of curiosity and creativity, particularly during role-play, creative and imaginative activities.
- Children benefit from learning in the wider community, with a strong emphasis on real-life experiences. The childminder makes good use of visits to enrich children's learning experiences. For instance, she uses trips to the beach and local forest to teach children about the world around them and observe wildlife.
- The childminder plans the environment to follow children's interests and allow them to select resources independently. She displays books around all aspects of the setting, which children freely access. Children develop a love of books and benefit from regularly sharing stories with the childminder. They turn the pages carefully, retell the story and uses phrases such as 'Once upon a time'.
- Children make excellent progress in their communication and language skills. The childminder engages children in constant conversations and introduces new vocabulary. Young children proudly tell the childminder they are making 'telescopes' to look for deer in the forest. They become very confident

communicators in this setting.

- Children show their happiness by constantly singing as they play. The childminder encourages children to take part in daily song times. Children eagerly take turns to pick an object out of the song bag and recognise the song it represents. They join in confidently with number rhymes. This helps children to develop their language and mathematical skills.
- The childminder weaves mathematics very well through children's play and routines. For example, she encourages children to count the stairs on the way up to the bathroom. Children recognise 'big' and 'little' pieces of tape when making models. They comment that some sizes 'match'. Children learn lots of mathematical skills in this setting.
- The childminder supports children's independence and provides healthy food options. For instance, children enjoy making fruit skewers for their snack. The childminder teaches children about foods that are good for them. Children very confidently chop bananas and strawberries with child-sized knives. They gain very good self-care skills.
- Parents state that their children are very happy, settled and very much enjoy attending this setting. Parents receive regular updates on their children's progress and well-being. The childminder provides advice to parents, for example, around toileting and the use of dummies. However, she does not consistently share more detailed information with parents about their children's precise next steps in learning to support continuity in children's learning further.
- The childminder attends all statutory training. For example, she has taken part in a vast amount of safeguarding training to keep her knowledge of how to protect children up to date. However, she has not yet focused her professional development on enhancing the quality of education further, particularly in relation to extending the most able children's learning.

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:

- share more detailed information with parents about what their children need to learn next to support continuity in children's learning further
- focus professional development on enhancing knowledge of how to extend the most able children's learning.

Setting details

Unique reference number	510132
Local authority	Northumberland
Inspection number	10392937
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	9
Date of previous inspection	23 October 2019

Information about this early years setting

The childminder registered in 2000 and lives in Cramlington. 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 qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their written and verbal views 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.

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