

Childminder report

Inspection date: 21 February 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 have a very good relationship with the childminder. They demonstrate this when they come to the childminder for cuddles when they are tired. When children look at lift-the-flap books, they enjoy looking under the flaps and giggle in delight when they look in the mirror at the end of the book. Parents and carers comment that their children love going to the childminder's setting and they appreciate the range of activities she provides. The childminder keeps children safe when they are walking home from school. Children know that they must hold hands and walk on the inside of the pavement. The childminder reminds children to stop, look and listen before they cross the road.

The childminder's curriculum is generally ambitious. She helps children to develop the skills they need in preparation for starting nursery. Two-year-old children thoroughly enjoy matching and talking about the different colours. Children behave well. They listen to the childminder and respond quickly when she asks them to tidy up. Older children understand her expectations and follow these when they walk to and from school. Parents comment that the childminder has firm but fair boundaries.

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

- The childminder plans a range of activities to support children's interests. For example, she has a range of books and blocks to support children who are interested in these activities. Children enjoy building with blocks and rebuilding when they fall down. They stack figures on top of the blocks and show good concentration for their age.
- Children are confident communicators. Young children talk to the childminder about what they are doing. The childminder talks to children. She repeats and extends what they are saying. The childminder uses books to help expand children's vocabulary. For example, she introduces words, such as 'parrot' and 'whale', as they look at books together.
- The childminder's curriculum is generally well sequenced. She has thought about the order in which children develop their communication skills. However, the childminder does not have a thorough understanding of the order in which children develop their mathematics or writing skills. As a result, some activities are not appropriate for children's age or stage of development.
- Children enjoy looking at books. The childminder has a range of age-appropriate books for children to look at. Young children confidently select their favourite books. The childminder teaches children about key parts of the book, such as the print and illustrations. Children confidently talk about the illustrations and eagerly turn the pages to see what comes next.
- Overall, the childminder teaches children about healthy lifestyles. For example,

she walks to and from school with children and talks to them about healthy foods. The childminder helps children to understand how they can look after their teeth. She talks to children about washing their hands before eating or after using the toilet. However, the childminder does not consistently reinforce these messages, particularly with younger children.

- The childminder has a good relationship with local schools. She talks to staff to find out what children are learning and how she can help them in her setting. For example, the childminder helps younger children to develop their reading skills in consultation with school.
- The childminder has a good relationship with parents. She shares information with parents about what children are doing and gives them advice on how they can support their children at home. The childminder talks to parents about children's significant achievements and celebrates their milestones with them. For instance, she talks to parents about any new things their children are doing or words they are saying.
- The childminder keeps her knowledge and skills up to date. She attends mandatory training and identifies further training to improve her practice. Following recent training, the childminder has reviewed the ways in which she shares information with parents.

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:

- improve understanding of the order in which children develop their skills in mathematics and early writing
- give clear and consistent messages to children regarding how handwashing contributes to their good health.

Setting details

Unique reference number	EY242133
Local authority	Northumberland
Inspection number	10372203
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 April 2019

Information about this early years setting

The childminder registered in 2002 and lives in Prudhoe, Northumberland. She operates all year round, except for bank holidays and family holidays. The childminder is open from 7am to 5.30pm on Monday to Thursday, and from 7am to 3.30pm on Friday. She holds an appropriate qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector observed children playing and learning.
- The childminder talked about how she keeps children safe.
- Parents provided written feedback for the purpose of the inspection.
- The inspector viewed a range of documents, including those relating to the childminder's suitability.

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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