

Childminder report

Inspection date: 8 March 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

The childminder actively encourages children to lead their own play experiences. She successfully extends children's learning by following their individual preferences. For example, children concentrate well as they learn about growth and change over time. They take part in planting activities outside following on from creating sunflower pictures. The childminder skilfully supports children to increase their independence skills. Children enthusiastically take ownership for completing tasks for themselves. For example, they wipe down the table, make their own sandwiches at lunchtime and use the brush to sweep the floor.

All children, including those in receipt of funding, make good rates of progress. The childminder is keen to acknowledge children's achievements and they thrive on her frequent praise and encouragement. Children display positive behaviour. They attentively listen to boundaries and follow appropriate rules to keep themselves safe. For instance, the childminder talks to children about the traffic light system when out and about in the local area, to extend their knowledge of road safety.

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

- The childminder helps children to develop an awareness of good health. For example, she makes sure that children have daily exercise, effective handwashing procedures, nutritious meals and learn about the importance of oral hygiene. Children thoroughly enjoy playing and exploring in the outdoor environment to build their coordination and physical skills. They capably use ride-on toys to negotiate space and practise kicking while using the balls.
- Children demonstrate a strong sense of belonging in their surroundings and are clearly familiar with the daily routines. For example, they take part in self-registration on arrival at the setting, using their wooden doll creations. The childminder creates a homely environment, where children are content and settled. This helps them to feel emotionally secure.
- Overall, the childminder successfully shares ongoing details with parents about their children's learning and development. However, she does not consistently obtain detailed information from parents about what their children already know and can do when they first start to attend the setting.
- Children develop their attention skills and patiently wait their turn during group games with their peers. The childminder supports children to enhance their memory recognition as they recall where to find the cards to match their board.
- The childminder helps to prepare children for the next stage in their learning when they move on to nursery and school. Children are evidently comfortable to communicate with each other and make connections to real-life events. They engage in purposeful discussion with the childminder to improve their speech and vocabulary. In addition, children practise their early writing skills as they

make marks and attempt to copy their own name.

- Children have vast opportunities to attend community activities alongside the childminder, including visits to dance and movement sessions, to promote their confidence and social skills. These experiences enable children to mix and interact with other children and adults.
- The childminder has a childcare qualification at level 3 and has attended mandatory training, such as safeguarding and paediatric first aid. However, she does not plan professional development opportunities to continually enhance her knowledge and extend her teaching skills to an even higher level.
- Children develop their understanding of simple mathematical concepts well during their play. For instance, they learn about size, shape and measure when completing jigsaw puzzles. Furthermore, children identify different numbers and colours as they discover hidden objects in the garden.
- The childminder is aware of the benefits of reflecting on her provision to enable her to make improvements for children's future outcomes. Parents give complimentary feedback about the childminder and consider her to be part of their own family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children and knows how to respond to any child protection concerns. She implements procedures for broader safeguarding issues, including if a child is at risk of being exposed to radical views. The childminder maintains robust health and safety processes in the indoor and outdoor environments to consistently support children's welfare. She fully understands which significant events she must notify to Ofsted.

What does the setting need to do to improve?

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

- gather more comprehensive information from parents about their children's capabilities on entry and use this precisely to establish children's starting points in learning
- make the best use of professional development opportunities so that they are focused on consistently raising the quality of education.

Setting details

Unique reference number	EY244886
Local authority	Northumberland
Inspection number	10216859
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	0 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	5 August 2016

Information about this early years setting

The childminder registered in 2003 and lives in Morpeth, Northumberland. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Enright

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 had a learning walk with the inspector to discuss the early years curriculum.
- The inspector observed the quality of education during play opportunities and assessed the impact this has on children's learning.
- The childminder carried out a joint evaluation of an activity with the inspector.
- The inspector looked at and discussed a sample of documentation with the childminder, including policies, procedures and evidence of the suitability of all adults living in the household.
- The childminder spoke with the inspector at appropriate times throughout the inspection.
- The inspector took account of the views of parents through written testimonials obtained by the childminder.

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