

Childminder report

Inspection date: 29 April 2025

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 very happy in the childminder's care. They come to the childminder for cuddles and reassurance when they feel shy. Parents say that children are part of a loving, caring and nurturing environment. They comment that children smile with excitement when they see the childminder and walk in with confidence. The childminder teaches children how they can keep themselves safe. Children learn how to use knives safely to cut the fruit up for snack. When children walk to school, the childminder reminds them of the need to stop at the kerb and look right and left for cars.

The childminder's curriculum is ambitious. She plans a range of stimulating activities to support children's learning across the whole curriculum. For example, younger children use bicycles to develop their balance and coordination. Parents comment that the childminder adjusts her activities effectively as children get older. This allows them time to complete schoolwork, such as reading or times tables. The childminder consistently reminds children of her expectations. Children behave well. They have a good understanding of the childminder's rules and routines. This is evident when children tidy up when they finish playing with something or put their food in the bin after lunch.

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

- The childminder teaches children how they can keep themselves healthy. She provides detailed information to parents when children first start about her policies on healthy eating. Children enjoy a range of healthy snacks and packed lunches. The childminder talks to children about the importance of washing their hands before eating and after using the toilet. She reinforces the importance of healthy lifestyles as children walk to and from school.
- The childminder reads a range of books to the children. She uses the books to develop children's language and communication. However, the childminder has not yet thought about how she can use these sessions to develop older children's early literacy skills. Consequently, older children do not have enough opportunities to hold books correctly, turn pages and understand how books work.
- The childminder's curriculum is generally well thought out. She has thought carefully about the order in which children develop their skills. She plans a range of opportunities to support children's learning across the whole curriculum. For example, children play with mirrors to help them develop a strong awareness of themselves and their emotions. She provides activities to help support children's small-muscle skills. This helps children to make good progress.
- The childminder supports children's communication well. She has thought carefully about how she can provide a language-rich environment. The

childminder uses books and singing to develop children's vocabulary. She adapts her language when talking to younger children and uses simple words and phrases. This helps children to make very good progress in this area.

- The childminder attends a range of mandatory training to ensure that she keeps up to date with all requirements. However, the childminder has not yet explored further training to help her support children's learning even more effectively. For example, the childminder recognises she needs to update her understanding of child development.
- The childminder has a very good relationship with parents. The childminder gathers detailed information from parents. She talks to parents about where children are in their learning and how they can help them at home. She provides a range of advice and support to parents about various developmental stages, such as potty training.
- The childminder works well with staff from the local school. For example, she attends stay-and-play sessions or craft groups at the local school with children. This helps her to build up a good relationship with staff. The childminder works with staff to establish a two-way flow of information. Consequently, the childminder knows what children are learning in school and how she can support them further.
- The childminder has clear policies in place regarding online safety and the use of mobile devices. She gives parents up-to-date information about games and applications that are appropriate for the children's ages. She talks about the importance of limiting screen time and ensuring that devices have the necessary parental controls.

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:

- provide more opportunities for older children to develop their early literacy skills when sharing books together
- strengthen professional development and focus more specifically on supporting children's learning and development.

Setting details

Unique reference number	EY248450
Local authority	Northumberland
Inspection number	10392921
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 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 October 2019

Information about this early years setting

The childminder registered in 2003 and lives in Blyth, Northumberland. She operates all year round, except for bank holidays and family holidays. She operates from 6.30am to 6pm, Monday to Friday and 8am to 5pm on Saturday and Sunday. She holds an appropriate childcare qualification at level 3. The childminder provides government-funded childcare places.

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 observed the children playing and learning.
- The childminder and the inspector evaluated an activity.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder explained how she keeps the children safe.
- 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.

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 2025