

Childminder report

Inspection date: 24 July 2024

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 fun at this friendly and welcoming setting. They are settled and happy. Children build strong bonds with the childminder, who is patient, warm and kind. The childminder praises and encourages children as they explore with sand and water in the enclosed garden. This helps to raise children's confidence and self-esteem. The childminder provides good support for children's growing independence. She encourages children to butter their own bread and use cutlery safely, for example, at snack time. The childminder encourages children to make simple choices, such as what colour cup they would prefer to drink from and what they would like to play with next.

Children play well together as they match the colour of toy teddy bears with the same colour pot. They wait patiently to take their turn. The childminder encourages children to use manners and to be aware of the impact their behaviour has on others. Children are happy and excited as they mix water and sand using scoops, shells and rakes. The childminder encourages children to talk about the texture of the sand and what happens when different colours of sand are mixed together. Children are curious, focused and engaged in their play.

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

- Children are confident and secure. The childminder follows their lead in play. She supports children to express themselves by leaving plenty of time for them to explain their ideas.
- The childminder plans a good range of experiences and activities that she knows will interest and excite children. She makes sure that activities cover all areas of learning. However, the childminder does not always consider in detail the aims for each child's learning when planning group activities.
- Children hear lots of language as they chat to the childminder about their experiences at the setting and at home. She talks to them about their play and repeats their words back to them. This helps to show children that their words are valued and understood.
- The childminder uses the additional funding she receives to support children's physical development. She encourages children to climb and use the slide in the garden. Children balance on see-saws and practise running and jumping during trips to soft-play centres.
- The childminder encourages children to learn how to use their hands and arms in different ways. Children plant seeds and learn how to use brushes, spoons and tongs as part of activities. This helps to develop their strength and coordination.
- Children benefit from opportunities daily for fresh air and exercise. The childminder provides healthy and homemade meals. She talks to children about

the importance of healthy eating.

- Children enjoy rich opportunities to learn about their local community and life outside the setting. The childminder takes children to visit a local museum and library. Children enjoy trips to the park, duck pond and woods. They learn about public transport and how to stay safe when crossing roads.
- Parents speak highly of the childminder. They say she builds 'incredible bonds' with the children in her care. Parents describe the childminder as 'kind, nurturing and trustworthy'. Parents comment she 'puts children's needs first' and that her setting is 'safe and fun'. They say their children love coming to the setting.
- The childminder has good relationships with local schools children also attend. She understands the importance of working closely with other professionals in education and health involved with children in her care. This helps to create a consistent approach to support for children's learning.
- The childminder has a positive attitude towards training and continuous professional development. She has identified further training around supporting children's emotional development that she would like to complete, to raise the quality of the provision still 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:

- consider in more detail the aims for each child's learning when planning group activities
- continue with professional development to raise the quality of the provision still further.

Setting details

Unique reference number	EY271663
Local authority	Northumberland
Inspection number	10357718
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 13
Total number of places	12
Number of children on roll	18
Date of previous inspection	24 February 2022

Information about this early years setting

The childminder registered in 2003 and lives in Blyth, Northumberland. She operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays. The childminder also provides care for children who already attend at weekends, on request. She holds an appropriate qualification at level 3 and sometimes works with assistants. The childminder provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of a number of parents into account.

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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