

Childminder report

Inspection date: 7 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children develop excellent attachments with the childminder and her assistant. The childminder strongly believes in getting to know new children over an extended period of time. She offers new families a month's trial. This is so they can get to know the child and the child gets to know them. Parents are consulted throughout this time to ensure it is working for them. At the end of the month, they have a discussion to see whether they all fit together and what they want to do next. Parents are complimentary about this process, saying the childminder discussed all that was important for their child and where they were in their development. They were all clear on the children's starting points. Children are happy and feel safe and secure in the setting. They readily turn to the childminder and her assistant for cuddles.

The childminder and her assistant use strategies that support children to develop valuable skills that contribute to their future relationships and behaviour. They remind children to use 'kind hands' and 'walking feet'. Children thrive from the praise they receive when they do well. Children are extremely polite, saying 'please' and 'thank you'. The childminder helps children to regulate their own emotions. She helps them to understand why they may feel sad or happy. Children show high levels of confidence and self-esteem.

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

- The childminder and her assistant have continued to develop the setting and their knowledge and understanding since the last inspection. They are passionate about the service that they offer to children and their families. The childminder has an excellent understanding of her curriculum. She focuses on having children ready for school. She believes in securing children's knowledge and understanding.
- Children immerse themselves completely in activities led by adults. They show high levels of curiosity in their learning. For instance, children explore the different textures of dried cereals. This leads to lots of conversations. The childminder and assistant introduce new words to promote children's communication and language. For instance, they introduce the word 'coarse' to describe how the cereal feels and say they could use the word 'rough' as well. This helps children build a wide range of vocabulary.
- The childminder has high expectations of her assistant, and she is committed to his ongoing suitability. She checks his understanding of safeguarding and provides regular opportunities to update his knowledge and understanding. For instance, they have both completed a year's course in dental hygiene. From this they have implemented 36 actions into the setting. For example, they work closely with the local dentist and help parents to register their children at a

dentist. They work with parents on the use of dummies and how it can damage teeth and hamper speech development.

- The childminder's commitment to providing the absolute best for children is evident through all areas of her work. During the COVID-19 pandemic, she re-evaluated how her setting would run. She invested in a yurt for the garden and provided a toilet tent and washing stations outside. This meant children could take part in activities in the fresh air. They had free access to the garden so they could decide where they wanted to play. This has been such a success that the yurt has remained. The childminder now has 'free-play Fridays', where children choose what they want to do outside. They can also go in the yurt to play in the warmth.
- Children develop a deep appreciation for books. They thoroughly enjoy spending time listening to stories. The assistant is excellent at supporting children to join in. For example, he pauses to give children the opportunity to recall what happens next. Children are highly engaged as they match the pictures in the story to the correct buttons to make the sounds.
- Partnerships with parents are highly effective. Parents are very complimentary about the childminder and her assistant. The childminder shares regular information with parents to keep them up to date on their child's development. She goes above and beyond with help for parents of children who do not attend the setting. As part of a local initiative, she offers a free one-hour session so that mothers can have health checks at the doctors. This is so that they can take care of their own health.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY273502
Local authority	Northumberland
Inspection number	10312179
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 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	23 April 2018

Information about this early years setting

The childminder registered in 2003 and lives near Hexham, Northumberland. She operates from 8am to 5pm, Monday to Friday, for 48 weeks of the year. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Lynne Pope

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 childminder.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder, assistant and children.
- The inspector carried out a joint observation of an activity with the childminder and discussed its quality.
- The inspector reviewed written feedback from parents.

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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