

Childminder report

Inspection date: 29 January 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

The enthusiastic childminder wants the very best for children in her care. She knows children well and has very clear aims for their learning. The childminder understands how children learn and ensures that her curriculum is well planned and sequenced. For example, children develop the muscles in their hands, in preparation for early writing, while squeezing and rolling dough. This, overall, helps all children to build on what they know and can do. The childminder ensures that children have a nutritious diet and plenty of fresh air and exercise. She is mindful of the impact that children's health and well-being can have on their ability to learn.

Children are at ease in the childminder's care and show a strong sense of belonging. Her kind and caring approach helps children to feel safe and secure. The childminder offers children consistent praise and frequently tells them how proud she is of them. Children show high levels of self-esteem and enjoy celebrating their achievements. For example, they glow with pride when they show the childminder the pictures they have drawn. The childminder encourages children to take turns and share. Children learn to consider the needs of others and play together harmoniously.

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

- The childminder provides a highly inclusive environment, in which she celebrates children's individuality. She teaches children to value the similarities and differences between themselves and others. For example, the childminder uses stories to generate discussions and raise children's awareness of different lifestyles, abilities, races and cultures. Children develop an understanding and respect of people in their local community and the wider world. They learn about what makes them unique.
- Children benefit from activities and experiences that support their language development and emerging skills in literacy well. The childminder values the importance of books. She takes children to visit the library and encourages parents to take books home to share with their children. Children develop a love of stories and rhymes that help them to build on their vocabulary. This provides a good foundation for later learning.
- Overall, children are motivated and keen to learn. The childminder sets up appealing activities that ignite their interest. There are occasions, however, when they become overwhelmed during adult-led activities. For example, children become distracted when there are too many toys to choose from. They lose focus when the childminder gives too many instructions or questions. Children stop paying attention and move away. They do not benefit fully from the childminder's otherwise good teaching at these times.

- The childminder plans her environment carefully to support the aims of her curriculum. Children enjoy independent play, for example, when they make meals for their friends in the play kitchen. However, at times, their play is interrupted when the childminder quickly moves them on to the next activity or part of their day. Children are, occasionally, unable to fully develop their ideas and interests.
- Consistent routines and messages about good nutrition and hygiene contribute to children's excellent understanding of how to keep themselves safe and healthy. For example, children know to 'sneeze like an elephant' to catch germs and prevent the spread of infection. They learn which foods are good for them when they help to prepare their snack.
- Professional development has a positive impact on practice. The childminder shares that her involvement in local early years networks has rekindled her passion for her role and encouraged her to build on her skills. The childminder has deepened her understanding of how to plan an effective curriculum and strengthened partnerships with parents. For example, she is more confident and takes swift action to support children who are at risk of falling behind in their learning.
- Feedback from parents and carers reflects the childminder's commitment to working closely with them to promote children's well-being and learning. Their comments are overwhelmingly positive. There is a well-established flow of information between parents and the childminder that helps them to work together to support children's ongoing learning and development.

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:

- refine adult-led activities to help children to focus and engage more successfully in their learning at these times
- reduce interruptions during children's independent play.

Setting details

Unique reference number	EY282945
Local authority	Northumberland
Inspection number	10372580
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	26 April 2019

Information about this early years setting

The childminder registered in 2004 and lives in Blyth, Northumberland. She operates for 46 weeks of the year, from 7am to 5pm, Monday to Thursday. The childminder holds a childcare qualification at level 3. She offers government funded childcare.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around the premises. She talked about how she organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector reviewed an activity together.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of 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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