

Childminder report

Inspection date: 19 October 2023

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 thrive in the care of this dedicated and knowledgeable childminder. She strives to be the best she can possibly be. Parents believe that their children would not be the self-assured individuals they are without the childminder's support. Children develop an excellent relationship with the childminder. Babies demonstrate this as they play peekaboo with the childminder. Toddlers laugh and giggle when the childminder tickles them. The childminder teaches children how to stay safe when they are outside. For example, three-year-old children know that they must hold onto the pushchair when they come home from nursery. The childminder talks about dangers in the home. For example, she explains to older children how they must keep marbles away from younger children.

The childminder has high expectations for children's learning. She plans a range of activities to help children to make good progress across the early years curriculum. For example, the childminder consistently demonstrates counting to children. She models counting with numbers in order to younger children, while older children count sets of objects accurately. The childminder consistently reminds children of her rules and expectations. For example, one-year-old children listen and respond when the childminder says, 'No'. Older children respond quickly when the childminder reminds them that they must tidy up before they get other resources out.

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

- The childminder has clear plans for what she wants children to learn. She uses this information, along with children's interests, to resource her learning environment. Young children thoroughly enjoy playing with blocks as they develop their small-muscle skills. They eagerly wait for the childminder to add further blocks, so they can knock down the towers.
- The childminder helps children to learn about the world around them and understand how this supports their healthy lifestyles. For example, children enjoy plenty of fresh air as they walk to and from school and collect autumn leaves. In summer months, they help to grow fruit and vegetables, such as strawberries, to help to understand where they come from.
- The childminder has established good methods of communication with parents. For example, the childminder finds out what children are doing at home, as well as talking about children's achievements with her. However, the childminder recognises that she needs to share even more information with parents about how they can help their children to make the best possible progress.
- The childminder builds on children's interests. She notices what children are doing and plans activities to support this. For example, one-year-old children are highly engaged as they build with blocks and knock them over. Older children

enjoy playing with marbles and exploring how they can make chutes for the marbles to run down. This helps children to maintain good concentration.

- The childminder supports children's language effectively, overall. Older children are articulate and talk confidently about what they are doing. Younger children develop an understanding of communication as they copy intonation and some words. However, at times, younger children have fewer opportunities to develop their communication skills because older children sometimes dominate the conversations.
- The childminder has thought carefully about how she organises her setting. She sets up her environment to help children to access resources independently. For example, children help themselves to farm animals and activity cubes and boards.
- Children develop their independence skills. The childminder gives children time to do things for themselves. For example, the childminder gives toddlers time to try to feed themselves before she helps them. Older children learn to change their clothing when they come in from nursery. They manage their personal hygiene with increasing independence.
- The childminder is dedicated to improving her practice. She spends time researching things in her own time and attends a range of training. For example, the childminder talks about how she provides children with more 'loose parts' play, to encourage their creativity. The childminder explains how this is improving children's imaginary play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. For example, she ensures that her front door is locked at all times. The childminder uses stairgates to prevent children from accessing areas unsupervised. She ensures that her home and garden are free from hazards. The childminder keeps her knowledge and skills up to date. She talks confidently about the signs and symptoms that may suggest some concerns about children's welfare. The childminder knows the local procedures and talks confidently about what she would do if she thought a child was being abused.

What does the setting need to do to improve?

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

- give parents even more information about how they can help their children to make the best possible progress
- provide even more opportunities for younger children to develop their communication.

Setting details

Unique reference number	EY303252
Local authority	Northumberland
Inspection number	10311887
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 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	13 April 2018

Information about this early years setting

The childminder registered in 2005 and is situated in Cramlington, Northumberland. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 showed the inspector around her home and explained how she organises her curriculum.
- The inspector took account of the written views of parents.
- The childminder showed the inspector a range of documents, including those relating to her suitability.
- The inspector observed children playing and learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder explained how she keeps children safe.

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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