

Childminder report

Inspection date: 5 March 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

Children are very happy in the childminder's care. They demonstrate this as they come to the childminder for kisses and cuddles. Parents and carers comment that their children love going to see the childminder. The childminder is keen for children to learn from the environment around them. For example, they go for walks to see the sheep and horses. Children thoroughly enjoyed looking after a lamb for the farmer last year. The childminder places a high priority on children's safety. Her doors are locked and the gates to her property are closed. Older children learn that they must hold onto the pushchair strap when they go for a walk. The childminder is vigilant and takes effective action to keep children safe, particularly when they are outside.

The childminder has high expectations for children's learning. For example, she provides a range of activities to develop children's small-muscle skills. Children enjoy drawing with chalks outside and younger children manipulate a range of small objects and learn how to build with blocks. Children behave well. The childminder reminds children of her expectations and children follow her instructions. For example, younger children learn that they must play on the grass or wait at the step while the childminder is in the hall.

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

- The childminder knows what children are interested in and plans activities to support their interests. For example, she puts out trains and cars to support children's fascinations. Children thoroughly enjoy playing with the cars and exploring how they can fit the cars and trains together.
- The childminder's curriculum is generally well structured, for example the childminder has thought about how children develop their creative skills. However, the childminder does not always target her support effectively to help younger children to make even more progress, particularly in relation to communication and language.
- The childminder knows children well and identifies when they are tired or upset. She goes out of her way to provide high levels of care tailored to children's individual needs. For example, mealtimes and sleep times are flexible according to what children need on the day.
- The childminder helps children to develop their own independence. This is evident as children put their belongings in their own bucket and get things out as they need them. Younger children begin to feed themselves, while older children begin to manage their own personal hygiene.
- Children know the childminder's routines and follow these. For example, older children know that they need to wait by the door while the childminder gets the pushchair out. They wait next to the step, so that the childminder can see them

as she is putting children into the pushchair.

- The childminder supports children's communication well overall, particularly with older children. She talks to children as they are playing and helps them to recall past events. The childminder engages them in conversations. She looks at books with children and sings rhymes. Older children thoroughly enjoy singing their favourite rhymes to the childminder.
- The childminder has a good relationship with local schools and playgroups, particularly in relation to meeting children's care needs. However, the childminder has not yet explored effective ways of gathering and sharing information with other providers who are involved in children's learning, particularly when she does not collect children from these settings.
- The childminder has a good relationship with parents. She talks to parents about what children are doing and shares information about their learning. She works particularly well with parents to develop a shared approach to managing children's care and routines, as they begin to plan for moves to local groups for two-year-old children.
- The childminder has attended mandatory training, such as safeguarding and first aid. However, she has not yet explored further ways that she can keep her knowledge and skills up to date and enhance her teaching even 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:

- target support more effectively to help younger children to make even more progress
- explore ways of working with other providers who work with children to develop a shared approach to supporting children's learning
- find new and effective ways of keeping knowledge and skills up to date.

Setting details

Unique reference number	EY316209
Local authority	Northumberland
Inspection number	10376122
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 May 2019

Information about this early years setting

The childminder registered in 2006 and lives near Eglingham, north of Alnwick in Northumberland. She operates all year round, from 8.15am to 4.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she keeps children safe.
- The inspector observed children playing and learning.
- The childminder showed the inspector a range of documentation, including those relating to the suitability of the childminder and her husband.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector viewed parents' feedback and evaluations.
- 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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