

Childminder report

Inspection date: 1 April 2025

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

What is it like to attend this early years setting?

The provision is good

The childminder provides children with plenty of care, attention and reassurance. This helps them to feel safe and content. The childminder's warm and gentle approach reassures children, and they develop a strong sense of belonging in her home. Children climb onto the childminder's lap for a hug, demonstrating the secure relationships they form with her.

Children enjoy a range of activities that, overall, meet their learning needs. The childminder assesses what children can do and plans ways to help them to build on what they already know and can do. This helps children to develop confidence in their learning. Children are enthusiastic to take on new challenges. The curriculum supports children's all-round development well, and they make good progress. The childminder places a particular focus on children's social skills, with the aim of them growing up to be thoughtful and kind. Children learn to be considerate to others.

The childminder uses outings in the local area, such as to local parks and the beach, to help children to learn about the world around them. She provides plenty of opportunities for children to be active. For example, children enjoy ball games and riding bicycles in the yard. These support children's physical development well. Children develop coordination, strength and confidence when moving.

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

- The games and activities that the childminder provides are closely linked to children's interests, which encourages their concentration and eagerness to learn. For example, children who like transport and vehicles take time to set up a train track. The childminder encourages them to work out how to put the pieces together, which helps them to develop problem-solving skills.
- There are plenty of opportunities for children to develop their language skills. The childminder talks to children while they play and they join in familiar songs when she sings to them. However, she does not consistently help children to refine their speaking skills, for example, by modelling the correct grammar and pronunciation for the sentences that they attempt.
- Children develop their early literacy skills. They learn that print has meaning in different formats, for example, when they look at motorcycle magazines with the childminder. The childminder supports children's early writing efforts well. For example, she shows children how to hold a pencil correctly. Children begin to recognise their name when the childminder writes it at the top of their picture.
- The childminder includes some mathematics in children's play. She teaches children about sizes and shapes, for example, when they work together to compare cars and trains. However, the childminder does not provide a greater focus in the curriculum to deepen children's understanding of mathematical

concepts, such as numbers and counting.

- Partnerships with parents and carers are strong. The childminder takes time each day to talk to them about their children's care and learning. They work together to provide consistent expectations and support for children, particularly at key points in their children's development, such as toilet training. Parents' feedback is wholly positive and they say that the childminder prioritises children's safety and well-being.
- Improvements to the childminder's arrangements to evaluate her knowledge and practice have led to significant improvements across her provision. She has strengthened her teaching skills, for example, by reading good practice documents and guidance online. The childminder has significantly improved the outdoor space available to children. Her reflective approach contributes to a good capacity to continuous development.
- Children are active learners who show confidence and curiosity in their play. Generally, they concentrate well and are keen to join in the activities available. Occasionally, however, the opportunities they have to make decisions in their play are limited. Sometimes, the childminder asks them to wait to move on to another activity when they lose interest in their current play. This impacts on children's motivation, and they become slightly restless.
- The childminder encourages children to develop healthy lifestyles. She provides nutritious and home-cooked meals that contribute to a well-balanced diet and encourages children to drink water. Daily fresh air and exercise support children's good physical health. Consistent routines, such as handwashing, help children to understand the importance of hygiene.

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:

- model new words more clearly and consistently to help children to refine their developing language skills
- plan more precise ways to help children to deepen their understanding of numbers and counting
- create more opportunities for children to have choices in their play.

Setting details

Unique reference number	EY330209
Local authority	Northumberland
Inspection number	10361976
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 July 2024

Information about this early years setting

The childminder registered in 2006 and lives in Bedlington. She occasionally works with an assistant. The childminder operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder talked about the curriculum and what she wants the children to learn.
- The inspector observed the interactions between the childminder and the children. She assessed the impact that the childminder's teaching has on the children's learning.
- The inspector spoke with the childminder about about the organisation and management of her provision.
- Parents shared their views through written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025