

Childminder report

Inspection date: 21 July 2021

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive in the care of this friendly and loving childminder. Parents comment that their children are cared for in a home-from-home environment. Children have an excellent relationship with the childminder and enjoy frequent cuddles throughout the day. They demonstrate that they are happy as they giggle with the childminder as they paint their feet. The childminder has high expectations of what children can achieve, overall. She wants children to solve problems for themselves and gives them the time to do this. For example, children struggle to get the paint pens to work. The childminder gives them time to work out how they twist the base to make them work.

Children are safe. For example, the childminder plans activities to help children to learn how to use cutlery safely. During the inspection, children learn how to use a knife to cut fruit. Due to the COVID-19 (coronavirus) pandemic, the childminder plans any visits carefully. For example, she ensures any visits adhere to national guidance and help to reduce the spread of infection. In addition, her home is well ventilated. All children use separate towels to reduce the spread of infection. Children behave well. They remember to say please and thank you and know that they must tidy the toys away before lunch.

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

- The childminder does not have a deep enough understanding of the order in which children learn new skills in number. As a result, the childminder plans activities for children to recognise numbers before they have a solid understanding of counting.
- The childminder has a good relationship with parents, overall. She talks to them about what their children are doing and how they can help them at home. However, the childminder does not obtain detailed information from parents about children's learning when they first start attending. As a result, the childminder is not consistently able to build on what children already know and can do from the start.
- The childminder identifies areas where she could improve further. However, she does not consistently act swiftly enough when minor areas for development have been identified. For instance, the childminder has not yet thought about how she can gather the views of parents and children to improve her evaluations.
- The childminder knows what she wants children to learn and plans her environment to support this. For example, she plans for children to handle books and use familiar phrases. The childminder uses the same books over a longer period of time. Children now remember familiar stories and two-year-old children handle books with great care.

- Children demonstrate high levels of involvement in their play. The childminder plays alongside children and extends their learning carefully. She listens to children's ideas and extends these further. For example, young children are engrossed as they build a den for dinosaurs. The childminder supports them as they think about how big their den needs to be. When children want to make beds for the dinosaurs, she helps them to think about what they could use for blankets.
- The childminder helps children to become independent as they manage their personal hygiene. For example, she helps two-year-old children to manage their clothing and pull-ups, as they attempt to use the potty. The childminder reinforces the importance of handwashing after using the toilet and before eating.
- Young children are confident communicators. The childminder places a high priority on developing children's communication skills. She listens carefully to what children are saying and comments on what they are doing. The childminder uses good questioning to encourage children to express their thoughts and ideas. She plans how she can extend children's language further. For example, the childminder helps two-year-old children to learn how to use the pronouns 'I' and 'me' correctly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent knowledge of signs and symptoms that may indicate possible abuse to children. She knows the procedures to follow should she have a concern about a child. The childminder has an in-depth understanding of wider safeguarding issues, such as the 'Prevent' duty guidance. There are good procedures in place to keep children safe. For example, all doors are locked and the garden is secure. The childminder works with parents to help ensure that children are safe online. She gives advice on a range of issues, such as parental controls and limiting screen time. The childminder talks to them about appropriate programs for children's age.

What does the setting need to do to improve?

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

- improve understanding of the order in which children develop their number skills and use this knowledge to identify what skills children need to learn next
- gather more information about where children are in their learning when they first start, to improve their learning even further
- take swift and effective action to address any minor weaknesses in practice.

Setting details

Unique reference number	EY340069
Local authority	Northumberland
Inspection number	10065216
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 April 2016

Information about this early years setting

The childminder was registered in 2006 and lives in Bedlington, Northumberland. She operates all year round from 7.30pm to 5.30pm, Wednesday to Friday, excluding bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider received since the Covid-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector talked to the childminder and children during the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector took account of written feedback provided for the purpose of the inspection.
- The inspector observed children playing and learning inside and outside.
- The inspector interviewed the childminder.
- The childminder carried out a learning walk with the inspector and explained how the curriculum is organised.

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 2021