

Childminder report

Inspection date: 15 October 2021

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 settle quickly and are well prepared for their future learning. They arrive at the childminder's setting, sometimes after a busy morning at the local nursery. The childminder has high expectations for children and helps to continue their learning at her setting. She shares information with the schools where children attend. For instance, children act out experiences from familiar stories they listen to. This includes going on trips where they squelch through mud and splash through puddles. This helps to promote children's imaginative skills.

Children follow good routines and behave well. During the COVID-19 pandemic, the childminder talked to children about the importance of following excellent standards of hygiene. Children understand the importance of washing their hands to help remove germs. They also help the childminder to identify hazards and risks in the environment. For example, they learn about road safety during school runs. This helps children to develop an awareness of how to keep themselves safe. Children develop good hand-to-eye coordination. They use cutters and tools when playing with dough. Children talk to the childminder about what they are making. They can identify the different colours they need to create their models. Children grip, squeeze and blend pieces together. They use mathematical language as they play. For instance, they learn to count out how many pieces they need for themselves and for others.

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

- Children have a range of healthy foods and drinks. They talk to others as they eat. Mealtimes are a sociable experience. Children show good levels of independence and can self-select toys and resources from the well-equipped playroom.
- Parents speak highly of the childminder. They compliment the flexible and supportive approach she provides for their children and families. The childminder shares information in relation to her policies and procedures with parents and shares observations of children's learning. The childminder has a good understanding of the progress check for children aged between two and three years.
- Children have some opportunities to learn about the similarities and differences between themselves and others. However, the childminder does not build on children's understanding of cultures, traditions and festivals beyond their own.
- Children climb onto the childminder's lap or sit close to her to share their favourite stories and books. The childminder encourages young children to repeat words and phrases and join in with what they think may happen next. The childminder completes assessments of children's learning. However, she does not ensure that assessments are precisely targeted to help children to

consistently use the correct pronunciation of words and phrases.

- The childminder has used the time during national restrictions to increase her knowledge and skills. She targets her self-evaluation to help her to identify weaknesses in her own practice. She has completed a range of suitable training courses, which has helped her to continue the good quality of care and education she provides.
- Children learn about their different body parts. They complete puzzles and matching games with the childminder. The childminder offers praise and encouragement as children correctly match the different body parts together. Children smile and clap. This helps to promote their self-esteem.
- The childminder keeps her premises safe and secure. She has good medication procedures in place, including procedures for the safe storage of medication. Furthermore, she has a good understanding of how to deal with accidents and injuries at her setting. This helps to promote children's safety and well-being.
- Children participate in physical activities and games. They particularly show an interest in ball games. The childminder takes children on regular walks and outings. For instance, children collect leaves as the childminder talks to them about the change in weather. They are creative learners. For instance, they take collected leaves back to the setting, where they use craft activities to create models that help to capture colours in the sunshine.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the possible indicators of abuse. She has completed training to help widen her understanding of detailed safeguarding issues, including the steps to follow in the event of a concern that a child or family may be exposed to extreme views or behaviours. The childminder is aware of the steps to follow in the event of an allegation against herself or another adult living or working at her setting. She shares her policies with parents when children first start to attend the setting and explains the steps that she will follow in the event of a concern about the welfare of a child.

What does the setting need to do to improve?

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

- build on children's understanding of the world around them, for example by introducing children to cultural celebrations and festivals that are different to their own
- refine assessments to help to specifically target emerging areas of development, particularly in relation to children's communication and language development.

Setting details

Unique reference number	EY380356
Local authority	Northumberland
Inspection number	10210280
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 March 2017

Information about this early years setting

The childminder registered in 2008 and lives in Ashington, Northumberland. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Emma Allison

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 spoke to the inspector about her intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.

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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