

Childminder report

Inspection date: 5 March 2024

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

The nurturing childminder builds strong relationships with children. Children go to her for hugs, which she readily gives. They show they have secure bonds and enjoy her company. The childminder builds on children's knowledge during play. She incorporates counting into everyday activities. For instance, she counts the toy ducks that children play with. She asks children to press the number two button on an electronic toy. Children learn that when they press a button it makes a sound.

Children are inquisitive, and they actively explore, investigate and learn how things work in the safe and well-resourced environment. The childminder provides resources based on children's age and stage of development. For example, she understands that children love playing with balls. She provides a ball pool that children enjoy crawling into. They giggle with pleasure as they pick up the balls and throw them.

Children behave well and demonstrate a positive attitude to learning. The childminder is a good role model. She has a calm attitude when caring for children. The childminder encourages children to share the resources. She talks to children throughout their activities, promoting how they should behave.

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

- The childminder has a clear and well-designed curriculum. She knows children well. She plans learning for them that is based on their interests, current level of development and what they need to know next. The childminder regularly assesses what children know and can do and uses this information to plan for their individual next steps in learning. As a result, children make good progress.
- The children enjoy looking at familiar books independently and with the childminder. Books are age-appropriate and easily accessible so that children can make their own choices. The childminder talks to children about what is in the pictures. She demonstrates to children how they can feel the different textures in some books. Children copy what the childminder does. This helps to develop an early appreciation for books.
- The childminder places a strong focus on children's communication and language skills. She models language well. She talks to children during their activities and pronounces words clearly so that they hear the correct way to say them.
- The childminder takes children on regular outings in the local community. They visit the library for story time and the local park to look at the ducks and swans as they learn about the world around them. Children use the play equipment to develop their large-muscle skills.
- The childminder works closely with parents to encourage a consistently positive

approach to oral health. She promotes children's understanding of caring for their own teeth. She provides toothbrushes and toothpaste, which children use in their role play. For instance, they pretend to clean the doll's teeth.

- Overall, the childminder helps children to be prepared for starting school. She encourages them to become independent in putting on their own coats and shoes. Children become confident in counting in the correct order. However, the childminder has not spoken with school staff about their expectations for children learning to write letters and read words when they start at school. This means that she is not confident about the reading and writing knowledge children need before they start school.
- The childminder has not developed partnership working with other settings that children attend, such as nursery. Therefore, there is no exchange of information about what children are currently learning so that the childminder can continue their learning when children are with her.
- The childminder has a close working partnership with parents. She shares information with parents about her observations of children's development. She completes a summary of development that she shares with parents so that they understand the progress their children are making. During the day, the childminder sends parents photos of their child's activities. This reassures parents that their children are enjoying their time with the childminder.

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:

- develop strategies to communicate with school staff about what their expectations are regarding children's development in writing and reading before they start school
- strengthen partnership working with the staff at the nursery children attend so that information can be shared and children's learning can be continued.

Setting details

Unique reference number	EY396263
Local authority	Northumberland
Inspection number	10317086
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	24 May 2018

Information about this early years setting

The childminder registered in 2009 and lives in Morpeth, Northumberland. She operates all year round from 7.30am to 4.30pm, Monday, Tuesday, Wednesday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector
Lynne Pope

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 inspector assessed the impact of the quality of interactions and the learning opportunities she provides for children.
- The inspector spoke with the childminder about children's learning and development.
- The childminder and the inspector carried out a joint observation of an activity.
- The inspector viewed the indoor and outdoor learning environments.
- The childminder provided the inspector with a sample of key documentation, including records of paediatric first-aid training and registers.
- Parents shared their written 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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