

Childminder report

Inspection date: 7 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 happy, safe and settled in this homely setting. They have lovely attachments to the childminder, who is kind and caring. Children benefit from the childminder's full attention. They spontaneously sit on her lap and cuddle her when they play. The childminder knows what she wants children to learn. She plans her curriculum around incorporating children's next steps in learning into child-led play. The childminder organises the environment and activities around children's interests and stages of development. She makes sure that children's favourite resources are available for them to play with. For example, children are eager to join construction blocks to make towers. The childminder places a focus on encouraging children's independence. Young children develop good self-care skills. They learn to feed themselves at mealtimes and recognise when they need a drink.

Children are willing have to a go at activities and concentrate well during their play. For instance, they persevere to push different shapes through a sorting toy. The childminder sits next to children to offer them support, if needed. She praises children warmly when they succeed. Children show delight in their achievements, clapping along with the childminder. Children behave well in this setting. This is because the childminder sensitively supports them and has clear expectations for their behaviour. She encourages children to take turns and uses distraction as a technique to minimise any unwanted behaviour.

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

- The childminder makes observations and assessments of children's learning to help her to plan her curriculum. She shares lots of information with parents to support their children's learning. For example, the childminder shares a daily diary with parents and sends home photos of their children engaged in activities.
- The childminder constantly develops children's language skills as they play. She restricts the use of dummies as she is aware of the impact on children's speech. The childminder provides a commentary as children play and introduces new vocabulary. This helps children to be effective communicators.
- Children are exposed to lots of mathematical language in this setting. The childminder counts as children build towers and names shapes and colours. She reads books that have counting rhymes in them and sings songs involving numbers.
- Children develop their hand-eye coordination during their play. They manipulate wooden jigsaw pieces and press buttons on electronic toys. Children shake musical instruments, push cars backwards and forwards and turn the pages in books. The childminder recognises that activities such as these will strengthen the muscles in children's hands for later writing.
- The childminder places a focus on her curriculum supporting children's early

literacy skills. Children can freely access books and enjoy cuddling up to the childminder to listen to the favourite stories. They eagerly lift the flaps in books about animals. The childminder encourages younger children to name the animals and the sounds they make.

- The childminder promotes healthy eating in her setting. She works with parents to send healthy packed lunches for their children. The childminder offers children nutritious snacks of fruit and vegetables. She provides balanced and home-cooked meals.
- The childminder knows how to support children with special educational needs and/or disabilities. She recognises the importance of working with other professionals and with other settings children attend to support children's learning and development.
- The childminder recognises that some children may be a little unsure around people they do not know. However, she does not consistently plan opportunities for children to develop their confidence, such as by being in larger groups or playing with other children.
- Children have daily access to fresh air. For example, the childminder walks children home or picks them up. She occasionally takes children to the park. Children access the childminder's garden in the warmer months. However, the childminder does not consider how she can develop children's large physical skills further indoors when they cannot use the garden.
- The childminder ensures that she attends all statutory training, such as first aid and safeguarding. However, she has not focused her professional development on enhancing her knowledge of how younger children learn and develop. For instance, when children occasionally throw or empty things out, the childminder does not have a deeper knowledge that this may be a pattern of their play.

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:

- provide children with more opportunities to develop their confidence in larger groups and with other children
- plan the curriculum for physical development more precisely to develop children's large physical skills
- focus professional development opportunities on extending knowledge of how to support younger children's development and patterns of play.

Setting details

Unique reference number	EY397799
Local authority	Northumberland
Inspection number	10380465
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 12
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 2008. She lives in Seaton Delaval, Tyne and Wear. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides government funded childcare.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder showed the inspector around the premises. She discussed how she ensures that they are safe and suitable and how she implements the curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education during the inspection and assessed the impact on children. The childminder evaluated children's learning with the inspector.
- Parents shared their written comments with the inspector.
- Children interacted with the inspector.
- The inspector looked at relevant documentation that the childminder shared.
- The childminder and the inspector had leadership and management discussions throughout the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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