

# Childminder report

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Inspection date: 26 June 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled and happy at this very friendly and welcoming setting. They build close bonds with the childminder, who is respectful, calm, patient and kind. Relationships between the childminder and children in her care are wonderful. They have a lot of fun and obviously enjoy each other's company. The childminder has created a 'home from home' for children, where they feel safe and secure.

The childminder provides strong support for children's personal, social and emotional development. She encourages them to share and to take turns. Children play well together, such as, when they look for and count toy frogs in the water tray. The childminder praises and encourages children. This helps to raise their confidence and self-esteem. Children develop their independence well. The childminder supports them to take off and put on their shoes. Children wash their hands, tidy their toys away, and choose what they would like to play with next.

The childminder plans exciting opportunities for children to learn about nature and the natural world. Children help to care for caterpillars and watch as they turn into butterflies. They help to grow vegetables, fruit and flowers. Children go on nature walks, pick blackberries, and study frogs that visit the garden.

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

- The childminder plans a wide range of activities and experiences for children that she knows will excite and challenge them. She follows and extends their interests. For example, after family camping trips by some children, the childminder pitches a tent in her garden for children to play in.
- Children have daily access to fresh air and exercise. The experienced childminder places a strong focus on healthy eating and helps children to understand which foods are good for them.
- Children show good levels of engagement as they pretend to make drinks and explore with water in the enclosed garden. They concentrate as they make marks with chalks and decorate masks.
- The childminder provides strong support for children's physical development. Children balance on beams and sway forwards and backwards on seesaws in the garden. They play on swings and jump across stepping stones.
- Children develop their coordination and learn how to use their hands in different ways, in preparation for early writing. They fill and empty containers with water and make marks with paintbrushes and pens.
- The childminder provides strong support for children's developing communication and language skills. She chats with children about their experiences and talks to them about their play. Children enjoy cuddles with the childminder as they take part in stories and songs.

- The childminder skilfully supports children to help increase their vocabularies. For example, she leaves gaps in stories for children to fill. The childminder repeats children's words back to them. This helps them to know that their words are valued and understood.
- The childminder plans good support for children's mathematical development. She encourages children to count the number of stepping stones they jump and the number of toy frogs they find in the water tray. Children talk with the childminder about different shapes and colours as they draw on stones with chalks in the garden.
- Children learn about life outside the setting, such as through outings and trips around the local area. For example, children enjoy visits to local parks, the beach and the library.
- Parents speak very highly of the childminder. They say her 'love for each child is amazing'. The childminder has built strong partnerships with parents. They praise the support and advice she provides to them in relation to their children's development.
- The childminder builds strong partnerships with local schools and other providers children go to. She shares appropriate information with staff from schools and other settings. This helps to create a consistent approach to support for children's learning.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She has a positive attitude towards continuous professional development and has identified further training she would like to complete to raise the quality of the provision still further.
- The childminder is dedicated to her work and helps to prepare children well for their move on to school or the next stage in their learning. She is passionate about the continuous improvement of her setting and about the outcomes for children in her care.

## 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:**

- continue with professional development to raise the already good quality of the provision to an even higher level.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY397855                                                                          |
| <b>Local authority</b>                             | Northumberland                                                                    |
| <b>Inspection number</b>                           | 10351518                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 18 September 2018                                                                 |

## Information about this early years setting

The childminder registered in 2009. She lives in Shilbottle, Alnwick. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Foers

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. 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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of a number of parents into account.

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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