

# Childminder report

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Inspection date: 2 February 2024

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

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

### The provision is outstanding

Children are incredibly happy in the care of this enthusiastic and dedicated childminder. They leave their parents happily and show the childminder the books they have brought from home. The childminder's curriculum is ambitious for all children, and they make rapid progress. The childminder is passionate about providing children with a carefully sequenced curriculum, particularly when learning outdoors. Children thoroughly enjoy helping in the local allotments. They grow a range of fruit and vegetables and learn where food comes from. Children thoroughly enjoy using this produce in cooking. Many children have developed a passion for gardening and have now passed this interest on to parents.

Children behave well. The childminder has clear rules and expectations, especially when they are outside. Four-year-old children hold onto the pushchair when they walk home from nursery. They wait by the gate until the childminder gets the pushchair through. This helps children to develop an understanding of how they can keep themselves safe. Children develop very strong relationships with other children. The childminder gives them excellent support as they learn to share toys and resources. For example, she explains to children how other children are using those resources. She helps children to understand how others feel when they take toys off their friends. This ongoing support helps toddlers to share resources with their friends exceptionally well, given their age and stage of development.

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

- The childminder supports children's communication and language exceptionally well. She listens carefully to what younger children say and repeats single words clearly for children to hear. Children make excellent progress and by the time they start nursery, they communicate confidently with a range of adults. During the inspection, children come in from nursery and confidently greet the inspector, telling her about their day and the childminder's guinea pigs.
- The childminder has an excellent relationship with parents. She uses a range of methods of communication and parents value the electronic and face-to-face communication. The childminder talks to parents about how they can support their children at home. She gives advice and support to help parents manage children's behaviour at home. Parents speak very highly of the quality of communication they receive. They value her advice and know they can talk to her about anything.
- The childminder has an in-depth understanding of children's development and where they are in their learning. Her curriculum is closely matched to what children need to learn next. For example, she plans a range of activities to help one-year-old children to develop their small-muscle skills to support their independence at mealtimes. She helps children to use spoons to fill bottles with

rice. She uses hand-over-hand support to help them to keep the spoons steady. By the end of the activity, children begin to fill the bottles with some success.

- Children have an excellent relationship with the childminder. They show this as they sit on the childminder's knee as they listen to stories. Children chat to the childminder as they go on the school run about things they can see. Children leave parents and quickly engage in their learning when they arrive in the morning.
- Children show very high levels of engagement. This is evident as they play in the rice or look at books. One- and two-year-old children are highly engaged as they fill bottles with spoons and pots. The childminder provides highly appropriate support to help children to make progress in their learning. This helps children to maintain excellent concentration for their age.
- The childminder supports children to manage their own personal hygiene. From a very young age, children are encouraged to go and get their own tissues. With support, they learn how to wipe their noses and wash their hands.
- Children develop a love of books. Two-year-old children bring books from home to share with the childminder. Younger children thoroughly enjoy looking at the illustrations and talking about what they see. Children like nothing more than to sit on the childminder's knee as she reads their favourite books. The childminder reads with excellent expression and pauses for children to join in with repeated refrains. Two-year-old children confidently join in and anticipate the repeated phrases in books.
- The childminder has an excellent relationship with other professionals who are involved in children's learning. This includes local schools and nurseries. For example, she talks to staff about what children are learning and follows this on in her home. The childminder ensures children are familiar with the staff and the school, as they attend events in school and gradually get to know school staff informally before they start. This supports the excellent progress that children make.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY406992                                                                          |
| <b>Local authority</b>                             | Northumberland                                                                    |
| <b>Inspection number</b>                           | 10311785                                                                          |
| <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 12                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 12                                                                                |
| <b>Date of previous inspection</b>                 | 10 April 2018                                                                     |

## Information about this early years setting

The childminder registered in 2010 and lives in Widdrington. The childminder operates all year round, except for bank holidays and family holidays from 7.15am to 5pm, Monday, Tuesday and Thursday and 7.15am until 4.30pm on a Friday. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Elizabeth Fish

### 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 provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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