

Childminder report

Inspection date:

25 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children have warm and affectionate bonds with this caring, experienced childminder. They demonstrate they feel safe and happy in her care. The childminder has effective settling-in procedures and gets to know children and families well. She plans a broad curriculum to support children's learning, working with parents to help build on their child's interests and abilities. Her skilled teaching helps extend and challenge children's thinking skills as she poses questions to maximise their learning. For example, as they create a farmyard storyboard with characters and animals.

The childminder helps children to be independent and curious to explore the toys and play activities that she provides. Children benefit greatly from the childminder talking about what they are doing as they play and by using sign language. The childminder uses engaging stories, discussions and singing to extend their growing vocabulary. For instance, she helps younger children to use actions so that they can make their own needs known.

The childminder is a positive role model for children. She is calm and consistent, using gentle reminders for children to help them understand the rules and boundaries set. Children behave well. The childminder gives praise to older children who are kind and considerate to their younger peers. Children know this is to keep everyone safe and happy.

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

- The childminder places a strong emphasis on outdoor learning in the community. She takes children on a variety of visits to local parks and shops. She organises outings to garden centres and soft-play centres with other childminder groups. These help children develop social skills and an awareness of other people's differences, cultures and traditions.
- The childminder recognises the importance of maintaining continuity in children's emotional and physical well-being. For instance, she ensures that she has high-quality information about children's medical needs and allergies they may have on entry from parents.
- The childminder ensures that children get plenty of fresh air and exercise. They routinely discuss the fresh water and food their bodies need to grow and stay well. They learn to make healthy choices and demonstrate this in their imaginative play in the play kitchen with pretend food.
- The childminder helps children understand about hygiene through positive role modelling and consistent explanations. Children routinely wash their hands 'front and back and in-between' before they eat and after they have used the toilet. This helps build the self-care skills they require in readiness for school.

- Partnerships with parents are very good. They comment that the childminder has been very supportive with general advice around stages of child development and helping children learn new skills, such as potty training and recognising their own name.
- This knowledgeable childminder places a strong focus on meeting children's individual needs. She works closely with other professionals, such as speech therapists and portage team. She acts on their guidance to make improvements that benefit children, particularly those with special educational needs and/or disabilities.
- The childminder makes the most of spontaneous opportunities to support children's mathematical knowledge and skills. Children are encouraged to count, describe colours and compare sizes of items throughout the day. For instance, children routinely count every step up and down as they visit the bathroom.
- Overall, the childminder works effectively with other settings that children attend. She regularly shares information with them to maintain continuity in their learning. However, when settings are reluctant to engage and information-sharing is not returned, the childminder has not persisted. This does not help support children's individual learning and development to the best possible outcomes.
- The childminder continues to build on her knowledge through her own research and online training. She has recently re-evaluated her whole learning environment inside and outdoors. For example, she has considered the needs of the early years children attending and has rearranged the play areas and resources for each child. This has improved their concentration and communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very clear about the signs that might lead to a concern about a child's welfare. She has an excellent understanding of the correct local procedures to follow to keep children safe from harm. This includes safeguarding issues, such as extremism, breast ironing and county lines. The childminder understands she must ensure that required suitability checks are completed for all adults living in the home. She constantly supervises children to minimise risks and helps them understand how to manage risks themselves. For example, children are frequently rewarded for 'careful walking on the stairs'.

What does the setting need to do to improve?

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

- improve information-sharing with other settings children attend to ensure that all children's well-being and learning and development are consistently supported.

Setting details

Unique reference number	EY408694
Local authority	Northumberland
Inspection number	10307369
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 May 2019

Information about this early years setting

The childminder registered in 2010 and lives in Blyth. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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 her evaluation of the childminder.
- The inspector held discussions with the childminder to understand how the early years provision and the curriculum are organised. The inspector observed the quality of teaching during activities and daily routines and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked at relevant documentation, including evidence of the suitability of people living in the household, training certificates and policies and procedures.
- The inspector took account of the views of parents through written documentation.

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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