

Childminder report

Inspection date:

24 March 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder is committed to ensuring that children are happy and feel secure in her care. Her genuine love of her role is evident, and she builds supportive relationships with children that help them to feel safe and confident. They show a strong sense of belonging, for example, when they welcome the inspector to the childminder's home and introduce themselves.

The atmosphere is calm and relaxed. Children enjoy their time here, choosing from a good range of appealing activities. The childminder provides plenty of opportunities for outdoor play for children who prefer to be more active. Indoors, she offers quieter activities for those children who prefer to unwind after a busy time at school. They relax during activities, such as drawing, keen to tell the childminder all about their day.

Children develop positive attitudes and learn to consider others. For example, they recall acts of kindness that they carry out with the childminder, such as delivering toys and food packages. They talk about how some children are not as lucky as them and how good it is to help them. The childminder talks openly to children about good choices in the way they behave. This helps children to learn right from wrong, and they learn to manage their own feelings and behaviour.

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

- The childminder is attentive, and joins in with children's play and activities. For example, she talks about the shapes, colours and patterns that children make with stencils. She gives them plenty of encouragement and praises their efforts. This helps children to develop resilience and self-assurance. They keep trying when they find things tricky, and experiment with different techniques to make their picture 'just right'. They concentrate well and show pride in what they can do.
- There is an atmosphere of team work and companionship. Children are keen to help, for example, when they offer to set up the table for activities and mealtimes. The childminder models good manners and shows children respect. Children learn from her example, and are polite and courteous. They learn about values, such as democracy and tolerance, through everyday activities and conversations. For example, they discuss and decide which activities and outings they will take part in.
- Children develop an understanding of ways to stay safe and healthy. Embedded routines, such as washing hands when children are back from school, encourage good hygiene habits. The childminder provides healthy meals and snacks. She talks to the children about making good choices in their diet, for example, by

saving biscuits for an occasional treat. Activities such as baking provide further opportunities for the childminder to teach children about nutrition and healthy eating.

- The childminder is very aware of children's personalities and preferences. She knows about their current interests and the topics that they are enjoying in school, and provides activities linked to these. This helps to motivate children. They eagerly recap and share what they have learned in school, showing a clear love of learning and a desire to learn even more. Their positive attitudes prepare them well for later life.
- There is a strong focus on supporting children's emotional well-being. The childminder is highly sensitive to children's individual needs and adapts her approach and her provision to ensure that these are met. She is acutely aware of children's cues that they may need more support at the end of their school day. For example, she uses specific resources, such as 'worry stones' and sensory toys, to help children to express and understand their feelings. This reassures children and helps them to develop emotional awareness and regulation.
- The childminder has failed to notify Ofsted of a significant change to her circumstances. However, this has not had an impact on the overall quality of care and outcomes for children. She is now aware of the need to inform Ofsted of any significant events or changes. That said, the childminder organises her provision well and meets all other statutory requirements. Partnerships with parents are a strength, and she has established good communication with the schools that children attend. This helps her to develop shared approaches to children's all-round well-being and development.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY412970
Local authority	Northumberland
Inspection number	10376017
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	5 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 May 2019

Information about this early years setting

The childminder registered in 2010 and lives in New Hartley. She operates all year round, Monday to Friday, except for bank holidays and family holidays. During school term times, opening hours are 7am to 9am and 3pm to 6pm. She operates full days, from 7am to 6pm, during school holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare and talked about how she ensures the premises are safe and suitable.
- The childminder talked about how she organises her provision and about the activities that she provides for children.
- The inspector observed the interactions between the childminder and children. She spoke to children at appropriate times during the visit.
- The childminder shared a sample of relevant documents to support discussions around how she manages her provision and meets the statutory requirements.
- Parents shared their views with the inspector through written feedback.

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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