

Childminder report

Inspection date: 28 January 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has a lovely caring relationship with children. They approach her to play with them. They seek her out for comfort when they are upset. The childminder finds out about children's individual needs through discussions with parents before their children start at the setting. The childminder observes children and then completes an assessment of their development. This helps her to plan what children need to learn next.

The childminder helps children to be prepared to go to school. She develops their independence. For example, they learn to put on their own shoes and know that when they return from nursery they need to take them off, and they know where to store them.

The childminder manages children's behaviour really well. She works closely with them, joining in with their play. She teaches them from a young age to tidy the toys away. Older children understand when to do this. They comment to the childminder that they need to tidy up before lunchtime. Children receive praise for their efforts from the childminder. She talks to children about being kind to each other and explains why they should not do some things, because they might hurt someone.

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

- The childminder has worked hard to address the actions and recommendations raised at the last inspection and she is still in the process of making improvements. For example, she now uses a changing mat for children when she changes their nappies. A fire blanket is easily accessible in the kitchen. The childminder has plans to have high shelving in the bathroom to make sure that children cannot access any products.
- The childminder has concentrated on developing her knowledge and understanding of how children learn and develop. She has accessed training at the local school about how to help children understand their emotions. She has implemented this into her practice. She talks to children about how they are feeling.
- The childminder has completed training about understanding child development. This has helped her to focus on speaking to children to help develop their language and communication skills. The childminder supports children's emerging language skills well. She says words and makes sounds that children start to copy. For example, the childminder says 'brum, brum' as children push cars along. Children then start to say 'brum, brum' themselves.
- Good communication with the local school has contributed to the work that the childminder does with children. She accesses and contributes to the school's app

that they use to record children's development. This helps her to see what children are learning there, and vice versa. This means that each can support children when they are in their care.

- The childminder uses additional funding to help children in her care make the progress that they should. For example, through her work with the school, she understands that she needs to do more to raise children's awareness of different animals. The childminder has purchased toy animals to use with children to develop their understanding.
- Partnership working with parents is strong. The childminder keeps them informed about their children's progress while they are with her. She uses an app to record observations, which parents can access. This means they can see what their children are learning and continue it at home. Parents comment that they are happy with the care that their children receive.
- Children who are able walk to and from school each day. During school holidays, the childminder visits the beach and local parks with children. However, during term time, children do not get access to outdoor physical activities to help them learn to take appropriate risks and challenges in developing their physical abilities.
- The childminder ensures that children are secure in the buggy when she does the school run. Walking children wear wrist bands to ensure they stay close to the childminder. They cross several roads. However, the childminder does not teach children about road safety to help them understand how to keep themselves safe.

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:

- review how children have access to physical play outdoors so that they are challenged in their physical development and learn to take safe risks
- help children to learn and understand about road safety when crossing the road.

Setting details

Unique reference number	EY431790
Local authority	Northumberland
Inspection number	10371553
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	1 October 2024

Information about this early years setting

The childminder registered in 2011 and lives in Bedlington, Northumberland. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- The inspector viewed and assessed the suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the implementation of the curriculum during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder about children's learning and development.
- The inspector spoke to parents and took account of their views.
- 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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