

Childminder report

Inspection date: 7 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder. Parents comment that she demonstrates genuine passion and commitment. Children have a good relationship with the childminder. Younger children demonstrate this as they reach their hands out for cuddles and then snuggle into her. The childminder is passionate about being outdoors and likes to share that interest with children. Children love going for walks. From a young age, children enjoy putting on their wellington boots and walking to see the horses. Toddlers like nothing better than walking, exploring and stopping to look at the things they see, such as ornaments in nearby gardens. They learn to keep themselves safe as they hold the childminder's hand to cross the roads.

Overall, the childminder has high expectations for children's learning. She identifies the skills she wants children to learn before they start nursery. These include developing their concentration and listening skills. The childminder manages behaviour well, overall. She supervises children well and intervenes swiftly when younger children push or grab things off others. She uses techniques well, such as distraction, when children lack focus. For example, when children are running around, she suggests they get their waterproofs for their walk. This helps to refocus children.

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

- The childminder supports children's communication well. She talks to them about what they can see. They look at books together and sing rhymes. The childminder plans lots of visits in the local area to help expand their vocabulary. For example, children learn to communicate with other people as they visit the coffee shop.
- The childminder's curriculum is generally well thought out. She has identified the learning that can take place outside, such as counting and drawing. However, the childminder does not always plan as effectively for children's learning indoors, to extend their development further.
- The childminder provides a range of opportunities for children to develop their physical skills. Children thoroughly enjoy the walks they go on. They embrace the challenges that they encounter outside. For example, children enjoy trying to climb steep grassy mounds. Older children begin to realise that they can climb up themselves. They learn to control their speed as they run down.
- The childminder knows what she wants children to learn. However, she does not always target her support effectively to provide consistently high levels of support and challenge to younger children.
- Children make good progress in their mathematical skills. As they walk outside, the childminder encourages children to count the flowers they can see. Three-

year-old children readily use numbers and counting in everyday life. They spontaneously count the carriages they can see on a train that passes. They accurately count the daffodils that are in a cluster.

- The childminder does not always ensure she gives clear and consistent messages to children. Children respond positively when she tells them what she wants them to do, for example 'hold my hand' or 'stop'. However, occasionally, the childminder does not make her expectations as clear and this confuses children.
- The childminder talks to children about how they can keep themselves healthy. For example, she gives children messages about dental hygiene. Children learn to wash their hands after they have used the toilet or after having their nappy changed. Older children wash their hands independently as they feel they need it.
- The childminder has a good relationship with parents. She welcomes parents into her home and gives them detailed information about their children's day. She talks to them about what their children need to learn next. The childminder talks to parents about how they can help their children at home. They work together particularly well as they help children to develop good eating habits.
- The childminder gives clear messages to children and parents about how they can keep themselves safe online. For example, she talks to older children about only talking to people they know when using technology. She talks to parents about the importance of supervising children online and shares any important messages with them.

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:

- plan more precisely and extend the curriculum indoors for children to further their development
- provide higher levels of support and challenge to younger children to help them to make greater progress
- give clear and consistent messages to children so they can develop a deeper understanding of expectations.

Setting details

Unique reference number	EY443532
Local authority	Northumberland
Inspection number	10372488
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	19
Date of previous inspection	23 April 2019

Information about this early years setting

The childminder registered in 2012 and lives in Blyth. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers the government funded places for childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises the curriculum.
- The inspector took account of feedback from parents.
- The inspector observed children playing and learning.
- The childminder showed the inspector a range of documents including those relating to the suitability of all household members.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder explained how she keeps children safe.

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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