

Childminder report

Inspection date: 27 January 2023

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 are very happy in the care of the childminder. Children demonstrate this as they sit with the childminder and talk to her about the animals that they can see in a jigsaw puzzle. Parents confirm that their children are always happy to see the childminder. Children learn how to keep themselves safe. For example, they learn to use knives safely as they spread butter on their crackers. They consolidate this skill as they use knives and forks at lunchtime.

The childminder has high expectations for children's learning, overall. Since the COVID-19 pandemic, she has reviewed her curriculum and now places an even greater emphasis on developing children's physical skills. This has helped children to develop greater confidence outside. They now run, climb and balance. They also take part in activities at home to develop their skills further. Children learn to count with numbers in order. They count the 'wiggly worms' that they have made in the play dough. Children particularly enjoy making marks with sticks outside. They behave well. They follow the childminder's instructions carefully. For example, they sit down on a chair when the childminder reminds them to.

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

- The childminder gives clear messages to children about how they can keep themselves healthy. For example, she talks to children and parents about healthy meals. The childminder talks to the children about the importance of washing hands. She ensures that they wash their hands before eating and after blowing their noses. This helps children to understand how they can keep themselves healthy.
- The childminder is focused on improving her practice further. She has signed up to different initiatives that focus on learning outdoors. Consequently, the childminder has identified that she wants to make even more use of the outdoor area.
- The childminder places a high priority on children developing their independence skills. Children learn to drink from cups and spread butter on their crackers. The childminder gives children time to try to do things for themselves. For example, they are given time to put their wellington boots on before going outside.
- The childminder knows what she wants children to learn. She seizes opportunities throughout the day to develop their skills. For instance, the childminder provides plenty of opportunities for children to develop their physical skills. She develops their interests effectively. For example, when they are fascinated in worms, she develops this further as they go outside to look for worms. This helps children make good progress.
- The childminder supports children's communication and language well, overall. She listens to children and repeats and extends what they are saying. However,

occasionally, the childminder does not give them enough time to express their thoughts and ideas. Sometimes she asks too many questions and does not give children time to respond before rephrasing the questions. Children are quieter when this happens.

- Children develop a good relationship with each other. The childminder supports them well as they learn to share and take turns. An example of this is when she encourages children to share the play dough tools that they are using. However, there are small number of occasions when the childminder does not remind children of the importance of taking turns. For example, when children become very involved in squeezing paint into pots, she does not always remind them that it is someone else's turn.
- The childminder establishes a two-way flow of information with parents. She talks to them about what children are doing and finds out more about what children do at home. For example, she talks about children's communication and language to get a good understanding of what children can do at home. This helps to support children's communication.
- The childminder has a good relationship with local schools and nurseries. For example, she has regular meetings with the teachers to talk about children's learning and development. She finds out what children are doing and provides opportunities for children to develop their learning further. An example of this is when children bring home printings or paintings and the childminder develops it further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of safeguarding. She talks confidently about the procedures she would follow if she had concerns about a child's welfare. She has an excellent understanding of all aspects of safeguarding, including the 'Prevent' duty guidance and female genital mutilation. The childminder keeps her knowledge and skills up to date through regular training. Her home is safe and well maintained. She checks her home carefully to identify any potential hazards. For example, she acts swiftly when she notices fox faeces in the garden.

What does the setting need to do to improve?

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

- provide more opportunities for children to express their thoughts and ideas
- make better use of all opportunities to help children to understand how to share toys and resources with other children.

Setting details

Unique reference number	EY448361
Local authority	Northumberland
Inspection number	10225925
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 September 2016

Information about this early years setting

The childminder registered in 2012 and lives in Dalton, Northumberland. She works with her mother, who is also a childminder. The childminder holds an appropriate early years qualification at level 6. She operates all year round from 8am to 4.30pm, Monday to Friday, except bank holidays and family holidays. She provides funded places for three-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around her home and explained how she organises her curriculum.
- The inspector observed children playing and learning.
- The childminder evaluated an activity with the inspector.
- The inspector viewed a range of documents, including those relating to the childminder's suitability.
- Parents provided written feedback for the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

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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