

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 thrive in the care of this childminder. They are cared for in a home-from-home environment. Children develop very good relationships with the childminder. For example, they talk to her about what they are doing and seek her out for reassurance. Parents value the activities that the childminder provides. Children learn how to keep themselves safe. For example, they know that they do not go in the kitchen when their lunch is cooking. They understand that food is hot when it comes out of the oven, and they need to give it time to cool down.

The childminder has high expectations of children's learning, overall. She knows what she wants children to learn and plans activities carefully to help children make the best possible progress. For example, she plans activities to help children to explore paints. Children thoroughly enjoy the activity and demonstrate high levels of engagement. For example, they progress from making marks with play figures and vehicles to using fingers and hands. Children delight in exploring the colour and texture as they rub the paint together on their hands and then on the childminder's hands. They become fascinated in the colours they create as they mix red and blue together.

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

- The childminder ensures children develop an awareness of healthy lifestyles. Children love spending time outside. They run around developing skills, such as balancing, climbing, or kicking a ball. The childminder gives clear messages regarding oral hygiene. She encourages children to drink water wherever possible and talks to them about oral hygiene, including brushing their teeth.
- The childminder evaluates her provision and identifies training that aims to help her to improve her practice further. For example, the childminder has placed an emphasis on communication and language since the COVID-19 pandemic. She is currently attending training on speech and language to help her to support children's language even more effectively.
- The childminder seizes opportunities to extend children's learning. For example, she demonstrates counting as she cuts up the fruit. As children share the fruit around, she tells them to get three pieces, encouraging them to count with numbers in order. When children are outside, she encourages them to walk along the planks to develop their balance and coordination.
- The childminder places a high priority on helping children develop a love of books. They visit the library and enjoy trips to the mobile library to borrow books. The childminder reads a range of stories with good expression. However, there are times when the childminder misses opportunities to involve children in the stories she reads. Sometimes, she reads the text and turns pages, and does not give children the opportunities to talk about the story or the illustrations.

When this happens, children start to lose concentration.

- The childminder plays alongside children and talks to them about what they are doing. However occasionally, the childminder focuses too much on encouraging children who are reluctant to join in with an activity. When this happens, she misses opportunities to help children to develop an awareness of other children's feelings. For example, as children become more confident, they take extra turns to squeeze the paints into pots, or answer questions for other children. On these occasions, other children become quiet.
- The childminder has a good relationship with parents. She shares information about what children are doing and how they can support them further at home. For example, she tells parents what their children enjoy doing and provides advice about developing children's physical skills at home. Children make good progress.
- The childminder recognises the importance of working in partnership with schools and nurseries. She works really hard to make the move into school as smooth as possible for children. For example, she actively encourages teachers to come to visit children in her setting. She shares information about their learning with them. The childminder also takes children to see their new teachers when she collects other children. This helps children to settle quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder talks confidently about how she keeps children safe. For example, she has gates between the various rooms in her home to prevent children accessing spaces unattended. She supervises children carefully outside to ensure they are safe. For example, she points out changes in level from the pavement to the grass to prevent trips or falls. The childminder has a good understanding of the signs and symptoms that may suggest a child is suffering from abuse. She knows the procedures she would follow if she had concerns about a child's welfare.

What does the setting need to do to improve?

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

- make better use of all opportunities to develop children's literacy skills
- help children to develop a greater awareness of the needs of others, particularly with regard to sharing resources or giving children opportunities to talk.

Setting details

Unique reference number	EY448689
Local authority	Northumberland
Inspection number	10225927
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 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. She lives in Dalton, near Ponteland, Northumberland. She works with a co-childminder. She holds an appropriate early years qualification at level 3. She operates all year round from 8am to 4.30pm, Monday to Friday, except bank holidays and family holidays. She is registered to provide funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 provider and has taken that into account in their evaluation of the provider.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder showed the inspector around her home and explained how she organises the curriculum.
- The inspector observed children playing and learning.
- The inspector took account of the views of parents through questionnaires provided.
- The childminder showed the inspector a range of documents, including those relating to her suitability.
- The inspector talked to the childminder about how she manages her childminding business.

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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