

Childminder report

Inspection date: 29 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder thinks very carefully about what she wants children to learn. Her curriculum is responsive to the needs of children, which helps to ensure that they remain motivated and interested in their learning. Activities are, overall, informed by the childminder's very good knowledge of what children can already do and what they need to learn next. This helps to ensure that children make good progress in their learning. Play is unhurried, and children have plenty of time to develop their ideas and practise new skills. The childminder prioritises children's behaviours and attitudes to learning alongside their ability to form positive relationships with others. She wants children to be confident learners who will strive to be successful, good citizens throughout their lives.

Children's sense of safety and security is a priority for the childminder. Children who are new to her care benefit from plenty of cuddles and reassurance. Routines flow with the needs of the children and reflect those that children are familiar with at home. This helps them to quickly develop a sense of belonging. Children are happy and at ease in the childminder's care. Babies wave their arms and legs in excitement when they see her, and toddlers giggle when she joins in their play.

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

- There is particular strength in the curriculum for children's communication and language development. The childminder's skilful interactions help children to understand and say more words. Babies are very vocal in their play. They babble and learn to join in actions, such as clapping, during familiar songs. Toddlers hear lots of clear words and copy them, rapidly adding to their vocabulary.
- Learning plans are, overall, progressive, broad and balanced, and contribute to the children's good achievements. However, opportunities for children to practise some emerging large physical skills are less precisely planned. For example, some activities, such as balance beams and wheeled toys, are overly challenging for toddlers who enjoy active play. Babies, who are almost walking, are carried during outdoor play.
- The childminder values the learning opportunities in simple activities and everyday experiences. Children benefit from plenty of outings and activities that build on their experiences. For example, they learn about animals during visits to a nearby pet shop. They develop a love of books during activities held in the library.
- Children are confident and curious learners. They eagerly explore and enjoy the carefully chosen range of activities that the childminder provides. For example, babies focus intently while rolling balls and fitting them into cups. The childminder encourages children to keep trying when they encounter difficulties. From an early age, children show motivation and resilience in their play. Toddlers

persevere when trying to empty shapes from a box, clapping with glee when they succeed.

- There is an atmosphere of respect and encouragement in the childminder's home. She offers plenty of praise that helps to raise children's self-esteem. Children learn good manners, for example, when the childminder models 'please' and 'thank you'. She helps them to develop consideration, empathy and cooperation from an early age. For example, toddlers pass toys to babies to involve them in their play.
- Partnerships with parents are effective. The childminder seeks their feedback and suggestions to help her to enhance her practice. She gives them frequent updates about their children's experiences and learning, for example, through daily discussions and sharing photos. A shared approach to children's learning contributes to the good progress that they make.
- The childminder is committed to her own professional development. She continues to study and researches topics that interest her. This has a positive impact on children's experiences in her care. For example, she has an increased focus on children's contribution to their own learning and experiences. Children learn that their views and opinions are important and to value themselves as individuals.
- Children's good health is important to the childminder. She provides nutritious meals and varies menus to encourage children to try new foods. The childminder has stringent hygiene procedures. For example, frequent handwashing and cleaning routines help to stop the spread of coughs and colds.

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 precise ways to help children to make even better progress in their physical development.

Setting details

Unique reference number	EY450173
Local authority	Northumberland
Inspection number	10372074
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	1 April 2019

Information about this early years setting

The childminder registered in 2012 and lives in Cramlington, Northumberland. She operates all year round, from 9am to 5pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder offers government funded childcare sessions.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around the premises and discussed how she organises her provision. She talked about the aims of her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector spoke to the childminder about leadership and management matters at appropriate times during the inspection.
- The inspector took account of written feedback from parents.

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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