

Childminder report

Inspection date: 7 April 2022

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 places a focus on children learning outdoors. Children play happily and safely outside in the fresh air each day. They access an exciting and dedicated play space in the childminder's garden. Children have many opportunities to explore and investigate natural and open-ended resources. Young children are deeply engaged as they empty and fill containers with sand, which helps to develop their coordination. They dig in the mud kitchen and carefully pour water. The childminder helps children to learn about the world around them. She takes children to visit the allotment and goes for walks in the local countryside. Children learn about growth when they plant vegetables, watch chickens hatch and look for minibeasts with magnifying glasses.

The childminder wants all children to achieve well. She follows children's interests when she plans activities. For example, when children show an interest in dinosaurs, the childminder sets up a tray with soil, stones, sticks, grass and dinosaurs. Children are very motivated and concentrate for long periods of time. They make footprints with the dinosaurs and work out how to slide them down a wooden ramp. The childminder celebrates each child's uniqueness. She provides books with photos of children's families and encourages children to bring items from home, so that children can learn about each other's lives.

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

- The childminder knows what she wants each child to learn. She thinks carefully about the activities and resources she offers. For example, she provides dough for children to play with in the role-play kitchen. Younger children empty and fill containers, and manipulate the dough. The childminder challenges older children further. For example, she encourages them to squeeze dough through a garlic press to develop their fine-motor skills.
- The childminder develops children's language skills very well. Children excitedly pick out an object from a song bag. They link this object to their favourite songs, and join in with the actions and words. The childminder encourages younger children to learn the names of animals when they play.
- Children learn to do things for themselves. They demonstrate good levels of independence. The childminder encourages them to dress themselves and wash their hands. Young children very competently feed themselves with a spoon.
- The childminder keeps parents informed about all aspects of their children's care and development. Parents are extremely positive about the childminder's service. They comment that their children love coming and that they take part in a vast amount of exciting activities.
- The childminder encourages children to understand the importance of following a healthy lifestyle. She provides nutritious and home-cooked food for children.

The childminder caters for children's dietary requirements and allergies.

- Children behave well. They learn to listen to the childminder, and share and take turns. Children show determination and persevere during activities. For example, they concentrate and try hard to fit pieces of a train track together.
- The childminder helps children to develop their physical skills. Children visit local parks regularly. They learn to climb up the slide carefully. When the childminder blows bubbles, children excitedly stretch and reach high to pop them.
- The childminder plans activities that encourage children to develop their early literacy skills. She provides props and objects from stories to engage children. Children sit in cosy areas and read books independently. The childminder takes children to the library to choose books. Children develop a love of reading.
- The childminder focuses her professional development on increasing her knowledge of teaching and learning. For example, she has enhanced children's outdoor learning following training. The childminder plans to extend her knowledge of how and when to teach children some aspects of reading, such as letters and the sounds which they make.
- The childminder provides all of her assistants with first-aid and safeguarding training. She makes sure that some of her assistants continually develop their knowledge of how to support children's learning. For example, they attend training and benefit from regular appraisals. However, she does not provide all her assistants with the same focused professional development to enhance outcomes for children even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended a wide variety of child protection training. She has a detailed knowledge of the signs and symptoms of abuse. The childminder knows the action to take if she is worried about a child's safety. She completes daily checks to make sure that the premises are safe and secure. The childminder teaches children about how to keep themselves safe. For example, children learn not to climb on chairs and to wash their hands after they have played outside.

What does the setting need to do to improve?

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

- extend knowledge of how to teach reading, in particular in the area of letters and the sounds which they make
- plan professional development opportunities for all assistants to enhance their knowledge and skills further.

Setting details

Unique reference number	EY453255
Local authority	Northumberland
Inspection number	10229636
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	12
Number of children on roll	7
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Hexham, Northumberland. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with three assistants.

Information about this inspection

Inspector
Melanie Vincent

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector carried out a learning walk together. She showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's development.
- The childminder and inspector reflected together on children's learning during their play.
- The inspector looked at samples of the childminder's documentation, including evidence of the suitability of those living on the premises.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents from the written statements available.

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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