

Childminder report

Inspection date:

8 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children enjoy a wide range of exciting opportunities to learn and explore at this very friendly and welcoming setting. The childminder encourages children to investigate, using all of their senses. Children play imaginatively as they pretend to make nests with feathers, shells, cork, crystals and ribbon. They experiment at making salt dough and investigate water, mud and sand. The childminder and her assistant have excellent relationships with the children in their care. Children are very happy, settled and secure. They have formed very strong bonds with the childminder who is sensitive, caring and respectful.

The childminder provides outstanding support for children's personal, social and emotional development. Children learn to share and take turns as they play at matching games. Older children play together well as they plan and produce their own shows, to perform in front of their friends. This helps raise their confidence and self-esteem. The childminder encourages children to express their own opinions and ideas. She praises children and helps them to recognise and be proud of their achievements. Children develop rapidly in independence. They explore fastenings on clothes and learn how to use hooks, belts and zips independently. The childminder puts out a range of clothes and encourages children to choose which are appropriate for hot and cold weather. Children help to prepare their own food. For example, they each have their own chopping board to help practise preparing fruit at snack time.

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

- Children widen their horizons through a superb range of planned trips and experiences. For example, the childminder plans activities that show children what it is like to go camping or caravanning. She plans outings to libraries, museums and the cinema. Children learn about nature and the wider world through trips to a lake, the beach and woods.
- The childminder has an excellent understanding of how children develop and learn. She reflects well on where children are in their development, and plans challenging activities that she knows will interest and motivate them. Children are very curious, fully engaged in their play and enthusiastic to learn.
- The childminder plans outstanding support for children's developing communication and language skills. Children take part in regular music sessions and story times. The childminder introduces rich, descriptive language into children's play. She helps children expand their vocabularies by introducing new words, for example 'waistcoat' and 'press-stud'.
- There is excellent support for children's physical development. The childminder encourages young children to develop their strength through time exploring on their tummies. She places favourite toys slightly out of reach to encourage them

to stretch and grasp.

- Older children improve their balance and coordination by building dens and taking part in sack races. They develop their core strength by rolling empty cable drums in the spacious, enclosed garden. Children strengthen smaller muscles by taking part in threading activities. They develop flexibility by building using tools and bolts.
- Children benefit from daily opportunities for fresh air and exercise. They enjoy a wide range of healthy meals and snacks. The childminder adapts her menu to meet the needs of children with allergies and specific dietary requirements.
- The childminder has built a strong relationship with her local school that children also attend. This helps create a highly consistent approach to supporting children, including those with special educational needs and/or disabilities. The childminder keeps herself informed of school topics and events. She shares relevant information on children's progress and future learning.
- The childminder complements learning at the local school that children also attend. For example, she supports children to learn how different parts of their bodies work. Children experiment with bottles and balloons as they learn how lungs work, as part of an activity. This helps children become aware of themselves.
- Parents have very high praise for the childminder and her assistant. They say they are professional, attentive and caring. Parents praise the childminder's close work with the school and her excellent systems for communication. They say her home is clean, safe and homely, and the food she provides is balanced and nutritious.
- The childminder gathers the views of parents and children, and uses this information effectively to plan continuous improvements at the setting. She is passionate about consistently improving her knowledge. She works hard to keep her own skills, and those of her assistant, up to date. The childminder and her assistant show dedication and commitment to the quality of service they provide.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended training in first aid, food hygiene and wider aspects of safeguarding. She has an excellent understanding of her role and responsibilities in relation to children's safety. The childminder knows what might concern her about a child, who to contact and the processes to take to help keep children safe. She provides excellent support to children to teach them how to keep themselves safe. For example, the childminder teaches children to assess their own risks as they practise regular fire drills. She teaches children to climb stairs carefully and to chop fruit and use cutlery safely.

Setting details

Unique reference number	EY485734
Local authority	Northumberland
Inspection number	10229724
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 February 2017

Information about this early years setting

The childminder was registered in 2015 and lives in Bedlington, Northumberland. 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 works with an assistant.

Information about this inspection

Inspector

Julie Foers

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 her evaluation of the setting.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection. She the views of parents into account.

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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