

Childminder report

Inspection date: 19 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children thrive in the childminder's care. She provides an environment that is highly inclusive and she values and celebrates the uniqueness of every child. Children show remarkable levels of confidence in their abilities and are highly inquisitive. They are consistently motivated and become engrossed during play. Care routines and new experiences are meticulously thought out and reviewed to ensure that children's good health and emotional well-being are held as the utmost priority. Parents commend the childminder for ensuring their children feel safe and secure, which is evident from the way children behave. They thoroughly enjoy the childminder's company and play happily.

The childminder is committed to helping children to reach their full potential and has a good overall understanding of how young children learn. She gives children plenty of choices in their play and allows them to follow their interests and develop their own ideas. She is particularly well skilled in promoting children's communication and language development. This is reflected in children's strong skills in this area of learning. However, the childminder has not considered more effective ways to help younger children to develop their fine-motor skills to help them to be better prepared for later attempts at early writing.

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

- The childminder knows the children in her care extremely well. She works closely with parents and uses her own observations to check that children continue to learn. This helps her to plan appealing activities that generally help children to develop new skills and knowledge across all areas of learning.
- Some teaching is not precisely focused enough on particular skills that children need to prepare them for later learning. This includes the way the childminder teaches children to write. She provides appropriate resources and activities that support older children's learning in this area well. However, she has not fully considered more effective ways to help younger children to develop the physical skills they need before moving on to early writing.
- Children show a keen interest in songs and stories. Toddlers babble as they look at books independently. They make good attempts to join in and copy actions when the childminder sings with them. Her enthusiasm contributes to children's excitement and joy during these activities.
- The childminder provides clear and consistent boundaries for children and has a highly positive approach to managing their behaviour. Children are keen to please her and they glow with pride when she praises them. Their behaviour is exemplary.
- Children learn to understand feelings. The childminder plans activities that encourage them to explore and understand different emotions. For example,

very young children show empathy and role play with dolls. They share their own feelings with the childminder and frustrations are few.

- The childminder reflects on her practice to identify ways to improve. For example, she has changed the methods used to share information with parents. However, she has not considered how her professional development could be strengthened to help to improve her practice even further.
- Children develop excellent levels of independence. This is supported extremely well by the childminder's very high expectations of them. Children manage their self-care needs from a remarkably young age.
- The childminder prioritises children's health and safety and gives them clear and consistent messages about how they can contribute to this themselves. They benefit from highly nutritious meals, regular exercise and fresh air in all weathers. This helps to promote their physical health extremely well.
- Children benefit from activities and outings that help them to build on their own experiences. For example, they visit group activities in the community where they learn how it feels to be in a larger group of children.
- The childminder encourages a positive, can-do attitude among children from a very early age. This contributes to the remarkable levels of perseverance and resilience that children demonstrate during their play. For example, toddlers say, 'Try' as they make repeated attempts to fix a ramp on a play garage.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the types of abuse that children may suffer from. She knows how to recognise the signs and symptoms that might indicate that a child is at risk of harm. She prioritises getting to know children and their families well to help her to identify changes in their behaviour or well-being swiftly. The childminder has a secure knowledge of the local procedures to follow if she is concerned about a child's welfare. She keeps her knowledge up to date, for example, by sharing information with other childminders and keeping in touch with the local authority.

What does the setting need to do to improve?

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

- refine teaching to help children to develop and master the skills they need to prepare them successfully for later learning, for example, by helping them to develop good fine-motor skills in preparation for learning to write
- strengthen the arrangements for professional development to help to drive practice toward consistently outstanding levels.

Setting details

Unique reference number	403108
Local authority	Northumberland
Inspection number	10117034
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 July 2015

Information about this early years setting

The childminder registered in 1998 and lives in Morpeth, Northumberland. She operates all year round, except for bank holidays and family holidays. Opening hours are 7.30am to 5.30pm, Monday to Friday. The childminder holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around her home and discussed the activities she provides to support children's learning.
- The inspector observed the childminder's interactions with children and assessed their impact on children's care, learning and development.
- Following an activity, the childminder and the inspector evaluated how effective the childminder's teaching is.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.
- The childminder provided a range of documents for inspection. This included evidence of the suitability checks carried out on adults at the address and qualification certificates.

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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