

# Childminder report

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Inspection date: 17 October 2019

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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| Overall effectiveness at previous inspection | Met |
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## What is it like to attend this early years setting?

### The provision is good

Children demonstrate that they are very happy and settled in the childminder's care. They have strong attachments with her. Children concentrate well and show perseverance during their play and learning. The childminder is very calm and caring. She creates a very nurturing environment for children. The childminder understands that children learn in different ways and very much values their individual personalities. Children behave very well. The childminder has high expectations for children's behaviour. She encourages older children to take a deep breath and count to 10 when they become slightly frustrated. Children are encouraged to take turns when they play with cars on a ramp. They confidently use egg timers to help them to understand whose turn it is next.

The childminder knows children very well. She observes children as they play and plans for what they need to learn next. Children are confident communicators. The childminder encourages them to share their thoughts and ideas at every opportunity. She uses basic sign language and visual prompts to help enhance children's understanding. The childminder is a wonderful storyteller. She makes up stories in the 'fairy garden' that children have created. Children are encouraged to choose the characters in the story and where they might go. They listen intently and develop their imaginations as they help to make up and tell the narrative.

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

- The childminder works in close partnership with parents. She speaks to parents daily and keeps them up to date about their children's progress. Parents comment that they would highly recommend the childminder. They state that she provides advice to help them, for example, to encourage children's positive behaviour.
- A range of stimulating activities is provided for children that help them to develop their small-physical skills. Children enjoy rolling and moulding play dough. The childminder encourages children to complete puzzles and work out where the pieces will fit. Outdoors, children persevere with a magnetic fishing rod to catch pretend fish in the water tray. These activities help to prepare children for early writing.
- The childminder encourages children to develop their mathematical skills during their play. Children match colours and count when they complete peg boards. Older children confidently count to eleven and tell the childminder that they need 'two more'. The childminder encourages children to develop an awareness of time. They turn the hands on a wooden clock to work out when it is their turn next.
- Children have lovely relationships with each other and the childminder. They spontaneously help each other, chat freely and show an interest in each other's

play. The childminder provides children with exciting resources that cover all areas of learning. Children display motivation and confidence when they choose what they would like to play with.

- The outdoor area is particularly stimulating and provides children with plenty of opportunities to explore and investigate. Children dig in the mud kitchen and explore capacity when they play in the water. They develop their imaginations as they role play with dolls and pretend to be in an ice-cream shop.
- Children are encouraged to follow healthy lifestyles. They learn about foods that are good for them and enjoy digging up and naming vegetables. Children have plenty of opportunities to develop their physical skills. They pedal ride-on cars and jump along stepping stones in the garden.
- The childminder encourages children to develop an understanding of the world around them. Children confidently talk about using boxes instead of plastic bags to 'save the planet'. Older children understand that some toys need batteries to work. The childminder offers children many exciting visits in their local community. They enjoy visits to the beach, the local lighthouse, woods and parks.
- Children are encouraged to be as independent as possible at every opportunity. They help with everyday tasks, such as tidying up and clearing the table after lunch. Children confidently put their aprons and shoes on before they go outdoors to play.
- The childminder makes sure that all her mandatory training is kept up to date. She attends training and meets with other childminders to gather new ideas. However, she has not fully explored ways to develop an expert knowledge of teaching and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective procedures in place to help keep children safe from harm. She has completed child protection training and has a good knowledge of the potential signs and symptoms of abuse and neglect. The childminder knows who to contact if she has concerns about a child's welfare. Children are encouraged to learn how to keep themselves safe. They understand that putting batteries in their mouths is dangerous and they learn about road safety. The childminder introduces children to people in the community who help them and keep them safe, such as paramedics, nurses and fire officers.

## What does the setting need to do to improve?

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

- extend professional development opportunities to help raise skills and knowledge in the area of teaching and learning to an even higher level.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY248450  |
| <b>Local authority</b>             | Northumberland  |
| <b>Inspection number</b>           | 10117053  |
| <b>Type of provision</b>           | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder   |
| <b>Age range of children</b>       | 2 to 10   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 5   |
| <b>Date of previous inspection</b> | 26 July 2016  |

## Information about this early years setting

The childminder registered in 2003 and lives in Blyth, Northumberland. She operates all year round from 7am to 7.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers weekend care on request. She holds an appropriate childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. The childminder and inspector reflected together on children's learning during their play.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. She took account of the views of parents from written statements available.
- The inspector looked at sample of the childminder's documentation, including evidence of the suitability of those living on the premises and training certificates.
- The childminder 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.

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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