

Childminder report

Inspection date: 14 June 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder finds out about children's routines, interests and abilities from their parents before they start. This helps to build a clear picture of children's individual stages of development so that the childminder is able to identify suitably challenging next steps in their learning.

Babies and toddlers develop secure attachments to the childminder. They happily explore the toys on offer, returning to the childminder for reassurance when needed. Babies enjoy sensory experiences, such as water play. The childminder holds a water container from a height and allows the water to trickle over the children's hands. The children automatically hold their hands up and enjoy the sensation of the water on their skin. Toddlers gather objects and spend time filling and emptying various containers. This promotes their impulse to explore and helps them to develop their hand-to-eye coordination.

The childminder has a calm and gentle approach. She places a strong focus on building children's social skills to support their good behaviour and positive attitudes to learning. She expects all children to be polite and kind and to look after one another. She understands the importance of teaching children to take turns, share and consider the needs of others.

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

- The childminder is sensitive to children's needs, which fosters their security and emotional well-being. For example, younger children happily explore their environment and are reassured that the childminder is nearby. The childminder encourages babies' and toddlers' natural curiosity to explore and lead their own play. For example, children spend time transporting objects from one place to another and filling and emptying containers. However, the childminder has not considered how to use the repetitive play of young children to help extend their learning and thinking.
- Children's communication and language skills are promoted well. Babies and toddlers enjoy listening to stories and repeat words, such as animal sounds, from familiar stories. The childminder models new words to children, repeats back sounds that babies make and talks to children as they play together. This helps to promote children's understanding of language and encourages younger children to develop good early communication skills.
- The childminder observes and monitors the progress that children make. This helps her to swiftly identify any gaps in their development. She knows children well and understands what she needs to do to help them build on and move to the next stage in their learning. For example, babies who are confident to pull

themselves up are offered push-along toys to help encourage them to practise their walking skills.

- The childminder promotes children's physical development well. Older children use their bikes or scooters as they make the journey to school. They learn that wearing a safety helmet and knee pads will help to protect their head and knees from a serious injury if they fall. Since the easing of the national lockdown, the childminder has quickly incorporated outings back into her curriculum. She recognises the benefits that these experiences can offer to children. For instance, she takes children to the local toddler group where they can interact with others of their age. This helps children to develop their confidence, independence and social skills.
- The childminder supports children's early literacy skills. For example, toddlers select their favourite books and enjoy having cuddles with the childminder as she reads the story. Babies are eager to hold the books, turn the pages and point to what they see in the pictures.
- The childminder works closely with parents to help support children's ongoing care and learning. For instance, she helps babies to try new foods and encourages them to confidently feed themselves using their fingers and a spoon. Parents comment positively about the childminder. They value the regular updates that she provides about their children's progress to keep them informed of their children's key achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of different safeguarding concerns. She can identify signs and symptoms that may indicate that a child is at risk of harm. She understands her responsibility to report any concerns to help to protect children. The childminder knows where to seek advice from a range of professionals to keep children safe. She has completed courses online to ensure her knowledge is kept up to date. The childminder checks her home to help minimise any hazards and ensure that children can play safely indoors and in the garden.

What does the setting need to do to improve?

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

- develop an understanding of how to use the repetitive actions of young children when they play to help maximise their learning and thinking.

Setting details

Unique reference number	EY470180
Local authority	Northumberland
Inspection number	10144111
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 January 2020

Information about this early years setting

The childminder registered in 2013 and lives in Cramlington, Northumberland. She operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- This was the first routine inspection the setting received since COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with the children and parents during the inspection and took account of their views.

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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