

Childminder report

Inspection date: 27 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is dedicated to her work with children and their families. She places children at the heart of everything she does. Children develop secure relationships with the childminder and are extremely settled in her care. They snuggle in comfortably with her to share their favourite games. Children are happy and confident in the childminder's home. They demonstrate excellent levels of independence and manage their self-care needs very well. Children enthusiastically communicate with others. They are eager to explain what they like to do and what they have learned with the childminder. Throughout the COVID-19 pandemic, the childminder has communicated very well with parents. She has made regular telephone calls to maintain relationships with children and their families, and to check on their welfare.

The childminder plans a good range of activities and outings that broaden children's experiences, interests and vocabularies. For example, children visit parks and the childminder's allotment where they grow and harvest food. The childminder has high expectations for children's behaviour and their understanding. She gives clear yet sensitive instructions to children. This enables children to join in enthusiastically with activities, for example when they play complicated games with other children. Children take turns with minimal support from the childminder and show a great deal of respect for each other.

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

- The childminder knows children well. She observes children closely to find out what interests them and what they know and can do. The childminder uses this information to plan a curriculum which focuses on what children need to learn next. She offers them opportunities to develop their understanding of numbers and counting. However, at times, the childminder misses opportunities to develop older children's mathematical skills further through simple calculation.
- The childminder teaches younger children how to recognise and name colours in everyday situations. The childminder encourages children to look at colours in the environment. Children look at flags of the world. They discuss the colours and patterns and make connections between these and the country. Children are engrossed as they find the country on the map of the world.
- The childminder keeps parents informed about their children's progress. She communicates with them in a variety of ways. The childminder has developed effective systems to support children's learning at home. She has strong links with other local providers. This supports children's continuous learning. Parents comment that the childminder genuinely cares for the children. They state that they feel valued and welcomed, and that the childminder's practice has had a 'massive impact' on children's progress.

- The childminder has high expectations for all children. Children show good levels of concentration and demonstrate positive attitudes to their learning. They persevere during tasks and take pride in their achievements. The childminder uses questioning effectively to enable children to consider how they are feeling when they discuss their emotions. Children are kind and considerate towards each other. They take turns with the resources and politely ask when they would like to share a book with another child. Children's behaviour is good.
- Children's health is supported well. The childminder follows good hygiene routines to keep children safe and to minimise the spread of infection. Children learn the importance of regular and thorough handwashing. The childminder has identified how she can support children's oral health. For example, she ensures that children's drinks between meals and snacks do not contribute to tooth decay. Children learn to manage their self-care routines well.
- The childminder is inclusive in her practice. She uses a range of resources, including jigsaws, books and dolls, to talk with the children about the similarities and differences between themselves and others. The childminder promotes children's understanding of diversity in the community through discussions about different cultures and various festivals.
- Currently, the childminder uses some good methods to develop her knowledge of the early years foundation stage. For instance, she liaises with another childminder in the locality. This helps her to gain good tips for her own practice. However, she recognises that she would like to seek out further training and support, to develop her skills to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms of abuse. She knows what to do if she has concerns about a child and who to contact. The childminder attends safeguarding training to ensure that her knowledge is up to date. She has a written safeguarding policy in place that includes information about the use of mobile phones. The childminder provides a safe and secure environment for children. She identifies any potential hazards and removes them to make sure that the setting is safe for children to play. The childminder has a range of hygiene measures in place to ensure the health and safety of children attending.

What does the setting need to do to improve?

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

- develop older children's understanding of simple calculation to extend their mathematical skills further
- focus on how professional development opportunities can be used to raise the quality of the already good practice to a higher level.

Setting details

Unique reference number	506953
Local authority	Northumberland
Inspection number	10117041
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 13
Total number of places	6
Number of children on roll	13
Date of previous inspection	9 April 2015

Information about this early years setting

The childminder registered in 1990 and lives in New Hartley, Whitley Bay. 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 provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 their evaluation of the setting.
- The childminder and the inspector had a learning walk. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder and the inspector observed and evaluated an activity.
- Children talked with the inspector during the inspection.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including records and evidence of the suitability of household members.
- Parents shared their views of the setting with the inspector.

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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