

# Childminder report

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Inspection date: 24 February 2022

<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>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children happily leave their parents when they arrive at the childminder's home. They run in excited to start playing with their friends. Children hang their coats independently on low-level pegs in the hallway. They immediately become engaged in the challenging activities on offer. Children have many opportunities to play outside in the fresh air and develop their physical skills. They climb carefully up and down the slide, and use two feet to propel ride-on cars. Older children practise throwing balls into a net, showing a great deal of satisfaction when they succeed.

All children behave very well. The childminder is kind and caring. She gives children specific praise for their achievements, such as when they share their toys. Children comment that they are working as a 'team' during games. Older children show consideration for younger ones, offering them toys when they play.

Younger children have many opportunities to explore and investigate. They enjoy the sensory experiences of touching small water beads. Children develop their fine-motor skills as they carefully move the beads from one container to another. They follow the childminder's instructions well. Children help to tidy and sweep up after activities. They know that this will help to keep them safe and stop the floor becoming slippery. Children clearly enjoy the activities that the childminder provides.

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

- The childminder provides a curriculum which reflects children's interests and next steps in learning. Children are engaged and motivated when they play. However, the childminder does not consistently consider what individual children need to learn next when she plans group activities.
- The childminder makes sure that children can freely access books, to help them to develop an interest in reading. She provides books which reflect children's interests and stages of development. The childminder regularly sings songs and reads stories to children, to help develop their language and vocabularies further.
- The childminder shares photos with parents of their children playing throughout the day. She also gives parents regular updates about their children's progress. Parents comment that the childminder offers a 'second home' for their children. They comment that she helps their children make progress in their speech and language development.
- The childminder works well with other professionals, such as occupational therapists, when children need additional support. She implements the strategies they suggest within her setting. This helps children to catch up in their development quickly.

- The childminder monitors and supervises the work of assistants. She supports them to attend training to extend their knowledge. However, the childminder acknowledges that she has not recently focused her own professional development on raising the quality of education further.
- Children learn how to keep themselves healthy. They understand why they need to wash their hands before eating. The childminder offers children healthy and home-cooked meals. Children talk about how apples and bananas will make them 'stronger'.
- Children are confident. They happily chat to each other, the childminder and the inspector, talking about their home lives and previous experiences. Children willingly try new activities and persevere. For example, when they build with blocks, they concentrate intently and try hard to balance their towers.
- The childminder encourages children to learn about diversity. She provides books and talks to children about families that are different from their own. The childminder makes sure that the resources she provides reflect the diverse world in which children live.
- Children have lots of opportunities to explore their local community. They visit the countryside, beach and local parks. The childminder takes children to role play centres, soft play and playgroups to help them develop their confidence and social skills in larger groups.
- The childminder encourages children to develop their mathematical understanding when they play. Children learn to count and to recognise colours, shapes and numbers. The childminder introduces new vocabulary to children during activities, such as 'full', 'empty' and 'more'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to keep children safe. She knows the possible signs of abuse and understands how to report any concerns. The childminder supervises children well. She completes daily checks to make sure that her home is safe and secure for children to play in. The childminder pays careful attention to children's individual needs, such as food allergies.

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

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

- plan group activities more carefully to take account of what individual children need to learn next
- focus professional development opportunities to extend knowledge and skills, and enhance the quality of education further.

## Setting details

<b>Unique reference number</b>	EY271663
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10217936
<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 at time of inspection</b>	2 to 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	13 September 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 6pm, Monday to Friday, except for family holidays. The childminder also provides care at weekends, on request. She holds an appropriate qualification at level 3 and works with assistants. The childminder provides early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

### 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 the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children, and assessed the impact that this was having on children's learning.
- The childminder and the inspector evaluated an activity together.
- The inspector spoke to parents and looked at their written statements to take account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder and her assistants.
- Children spoke to the inspector during the inspection.

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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