

Childminder report

Inspection date: 31 March 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is caring and nurturing. She helps all children to form secure emotional attachments. Children are happy, settled and thrive in this homely setting. They happily leave their parents at the door and come in eager to start their day. Children select their photo and recognise their name to register their attendance. They freely access and select resources in the playroom. The childminder makes sure that activities and resources interest and motivate children. She wants all children to achieve well. Children chat together and take turns as they work out how to build a train track. They solve problems together and persevere to fit the pieces together. Children play imaginatively with pretend dinosaurs and learn new vocabulary, such as 'pterodactyl'.

The childminder helps children to develop their communication and language skills. Children hold meaningful conversations and are confident to express their views and opinions. Children behave well and follow the childminder's instructions. For instance, they readily help to tidy up when asked. The childminder encourages children to think about how to keep themselves safe. Children understand not to run indoors or climb on the sofa.

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

- The childminder provides a curriculum which takes account of what individual children need to learn next. She collects information about children's development from their parents when they start. The childminder uses this information to plan children's next steps in learning from the start.
- Children develop their mathematical skills well. They learn about colour, shape, size and numbers. For example, when children build towers with construction blocks, the childminder encourages them to think about which one is the tallest.
- Children excitedly choose their favourite songs from the 'song bag'. They develop their vocabulary when they join in with nursery rhymes. The childminder helps children to count when they sing, 'Five little ducks', and work out simple number problems.
- The childminder provides some activities for children to develop their fine motor skills. For instance, children post sticks into a tin and thread beads onto string. However, the childminder does not consistently plan opportunities for older children to develop their early writing skills when they play.
- Children freely access books throughout the day. The childminder encourages children to join in with repeated phrases. Children confidently turn the pages and anticipate key events in their favourite stories. They develop a love of books.
- Children learn to be very independent. They very ably chop their bananas and peel their oranges at snack time. The childminder encourages children to try and

do things for themselves. She works with parents to support their children's self-care skills, such as around toilet training.

- The childminder teaches children about following healthy lifestyles. She supports parents to provide nutritious and balanced packed lunches for their children. Children have opportunities to play outdoors in the fresh air each day.
- The childminder plans outings which help children to learn about the local environment and world around them. For instance, children go to toddler groups and visit the countryside, parks and soft-play centres.
- Parents are very positive about the service that the childminder provides. The childminder updates parents about all aspects of their children's care and education. Parents comment that their children have flourished in confidence since starting with the childminder.
- The childminder evaluates her practice and keeps all statutory and safeguarding training up to date. However, she has not focused professional development on extending the quality of education to a higher level.
- Children are curious, inquisitive and motivated learners. They thoroughly enjoy their time with the childminder and develop key skills which will help them with their future learning and school.
- Children receive regular praise and encouragement from the childminder. This helps children to develop positive self-esteem. The childminder celebrates children's achievements. Children show great pride in their accomplishments. For instance, they clap and smile when they successfully match different colours.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to keep children safe and secure. She takes advantage of training opportunities to deepen and develop her skills in child protection. The childminder understands who to contact if she has any concerns about the welfare of a child. She knows what to do if an allegation is made against herself or a member of her household. The childminder makes sure that she keeps up to date with local procedures to ensure that children are kept safe. Children play and learn in a safe and secure environment.

What does the setting need to do to improve?

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

- plan more opportunities for older children to develop their early writing skills when they play
- focus professional development opportunities on extending the quality of education to a higher level.

Setting details

Unique reference number	EY453027
Local authority	Northumberland
Inspection number	10229634
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	9
Date of previous inspection	17 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in Cramlington. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3.

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 her evaluation of the setting.
- The childminder and the inspector evaluated children's learning during planned activities and when they played.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to the childminder and looked at a sample of the childminder's documentation, including training records and evidence of the suitability of those living on the premises.

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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