

Childminder report

Inspection date: 28 April 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

Children flourish in the care of the kind and friendly childminder. They are happy and extremely settled. Children are encouraged to make decisions about their day. They choose what they would like to play with from a range of interesting toys and resources. Children learn to keep themselves safe. For example, children confidently tell the childminder that they must wash their hands before having a snack, as they have been playing outside.

Children behave very well. The childminder teaches them to be kind to each other. Children happily take turns when they play board games and learn to share toys. They show care and concern for one another. Children enjoy many visits in the local community. They develop their confidence in larger groups of children when they visit playgroups or meet with other childminders and their children.

The childminder plans activities around children's interests and what they need to learn next. Children thoroughly enjoy chasing and popping bubbles in the garden. They giggle and demonstrate achievement when they catch them. The childminder challenges children's learning further. She encourages children to count the bubbles and talk about if they are 'big' or 'small'.

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

- The childminder plans a curriculum which helps all children to make the best possible progress. She supports children with special educational needs and/or disabilities well. The childminder works with other settings and professionals to help to implement strategies which help all children reach their full potential.
- Children have every opportunity to talk, listen and be heard in the setting. The childminder holds meaningful conversations with them. She extends children's language and introduces new vocabulary. For instance, when children play in the sand, the childminder emphasises and repeats the words 'empty' and 'full'.
- Children take part in regular singing sessions each day. They confidently sing nursery rhymes, joining in with the actions and words. The childminder provides children with puppets and nursery rhyme books to engage them further.
- The childminder helps children to develop their early literacy skills. She provides lots of books which interest children. Children cuddle up to each other to look at a book together. They develop their early writing skills when they paint on the fence with large brushes and water, draw pictures and make marks in sand.
- Children have lots of opportunities to play outdoors in the fresh air and develop their physical skills. They regularly visit the beach and the park to run and climb. Children practise balancing on bikes and propelling ride-on cars in the childminder's garden.
- The childminder wants all children to be ready for school. She teaches them to

be independent and look after themselves. Children competently feed themselves, wash their hands and put their shoes on. They persevere and work out if their shoes are on the right feet.

- The childminder evaluates her practice and makes plans for development. For example, she has recently introduced a large playhouse in the garden for children. The childminder has organised this to help children to freely access the resources which they would like to play with.
- Children learn about keeping themselves healthy. The childminder works with parents to make sure that their children bring nutritious packed lunches. Children practise brushing their teeth on models. They use an egg timer to work out how long to brush their teeth for.
- Children are confident and keen to work things out. They try hard and have a can-do attitude. For example, children keep on trying to successfully build a sandcastle. They practise speaking clearly to ask a virtual assistant device to play their favourite song.
- Parents speak very positively about the childminder. They comment that their children adore her and love spending time with her. The childminder shares lots of information with parents about their children's care and learning. She provides verbal feedback each day, and sends electronic messages and photos throughout the day.
- The childminder attends statutory training to keep her knowledge up to date. However, she has not focused her professional development on extending the quality of education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that her home is safe and suitable for children. She attends regular training to keep her knowledge up to date. The childminder recognises the signs and symptoms which demonstrate a child is at risk of abuse. She knows who to report her concerns to. The childminder makes sure that she keeps her first-aid qualification up to date. This helps her to respond appropriately in the event of an accident or an injury.

What does the setting need to do to improve?

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

- focus professional development opportunities on extending the quality of education to an even higher level.

Setting details

Unique reference number	EY460092
Local authority	Northumberland
Inspection number	10229659
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	3 to 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 2013 and lives in Blyth, Northumberland. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early 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 her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector evaluated children's learning together.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector through written statements.

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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