

Childminder report

Inspection date: 20 October 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 are happy and very settled in this care of this kind, affectionate and nurturing childminder. Babies happily cuddle into the childminder when they are having their bottle. Toddlers are confident and feel a sense of belonging. For example, they cheerfully take the inspector's hand to show her around the setting. Children are clearly very fond of the childminder. Babies giggle in delight during games, such as peekaboo and 'ready, steady, go'. Toddlers confidently choose what they would like to play with from a wide range of resources in the childminder's conservatory.

Children have many opportunities to develop their physical skills. They visit parks and soft-play centres and play outside in the childminder's garden. Babies enjoy tummy time and have lots of space to practise moving around. The childminder provides children with experiences to develop their fine motor skills, in preparation for early writing. Babies reach and grasp for objects, and toddlers explore and investigate during sensory play. Toddlers count to three during activities, compare sizes and learn about colours and shapes. Babies learn about cause and effect.

The childminder networks with other childminders and takes children to playgroups in the local community. This gives children opportunities to play in larger groups of children. Children are sociable and behave well. The childminder teaches children to share, take turns and use good manners. Toddlers kindly and sensitively pass babies their favourite toys.

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

- The childminder wants all children to learn the skills which will prepare them for school. She observes children to find out where they are in their development. The childminder plans activities which, overall, take account of what children need to learn next.
- During some planned activities, the childminder does not think about how she can extend and challenge some children's learning. For example, when children play with spaghetti, the childminder does not consistently use her knowledge of children's interests, such as by providing resources for them to empty or fill. This means that children sometimes lose interest and move quickly on to another activity.
- The childminder has recently extended her knowledge of how to communicate with babies. This is evident in the way in which she interacts with them. The childminder makes sure that she faces babies, repeats their sounds and gives them time to respond. Babies happily babble, communicating their needs.
- Older children develop their language skills as they play. The childminder introduces new vocabulary and constantly comments on what they are doing.

Children enjoy singing lots of their favourite songs and joining in with the actions.

- The childminder places a priority on children looking at books and listening to stories. Children choose their favourite books and sit in a cosy area to listen to the childminder read. They turn the pages, point to characters in the books and talk about the story.
- Children persevere and are willing to have a go at activities. For instance, babies learn how things work, pressing the buttons on electronic toys to operate the lights and music. Toddlers try hard and work out how to balance stacking cups.
- Children develop their independence and self-care skills. Older children hang their coats on low-level pegs when they arrive. Babies learn to finger feed themselves. Toddlers confidently access their water bottles throughout the day.
- Parents are positive about the service that the childminder provides. They comment that their children love attending and that they appreciate the childminder's flexibility. Parents particularly like the wide range of visits that their children experience in the local community.
- The childminder values the views of parents and children to enhance her setting. She actively gathers older children's opinions about their interests and the activities they would like to take part in. The childminder makes sure that she uses their suggestions to inform her practice.
- The childminder shares photos with parents of their children playing. She provides verbal feedback at the end of each day. The childminder provides advice to parents about matters, such as weaning. However, she acknowledges that she does not share precise information with parents about their children's learning, to support continuity at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder supervises children well to keep them safe. She attends training to keep her knowledge of how to protect children up to date. The childminder checks the environment each day to minimise risks to children. She teaches children how to keep themselves safe. For example, older children learn how to use the internet safely and about road safety. The childminder has a pet dog and cat. She makes sure that children are always supervised when they are around her pets, and that their food, water and litter tray are out of reach of children.

What does the setting need to do to improve?

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

- challenge and extend all children's learning further during planned activities
- share precise information with parents about what their children need to learn next and their levels of development.

Setting details

Unique reference number	EY365360
Local authority	Northumberland
Inspection number	10229534
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 12
Total number of places	6
Number of children on roll	11
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2008 and lives in Ovingham, Northumberland. She operates during term time from 7.30am to 7.30pm, Monday to Friday, except for bank holidays. The childminder holds an appropriate 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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum for children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's development. The childminder and the inspector reflected together on children's learning during their play.
- The childminder shared a sample of her documentation with the childminder, including evidence of the suitability of those living on the premises and training records.
- The childminder spoke to the inspector at appropriate times during the inspection.
- The inspector spoke to parents and took account of the views of parents and older children from written statements available.
- The inspector interacted with, and spoke to, children 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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