

Childminder report

Inspection date:

4 November 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 thrive in the nurturing and well-resourced environment. They hurry into the childminder's home, eager to remove their coats and put their bags away. Children show very high levels of confidence and a 'can-do' attitude to their learning. For example, children know to change their shoes when entering the childminder's home. Their faces show absolute concentration as they meticulously secure the fastenings on their shoes. The childminder is passionate about her role and has high expectations for children to achieve. She works diligently to ensure that children have the best play and learning experiences. For example, the childminder makes sure that children's favourite resources are available from the moment they enter her home. This enables children's learning to begin from the very moment they arrive.

Children excitedly collect the resources which they need to use play dough. They talk animatedly about pressing shapes into the dough to make patterns. Children giggle with delight as they notice the patterns become more defined as they use more effort to press. This encourages children to repeatedly roll the dough flat and experiment with various resources to see the different marks they can make. Children behave very well. They are very respectful of the childminder's environment. Children know to tidy away resources which they have finished playing with. They willingly help the childminder to set the table for lunch, selecting cutlery and ensuring that drinks are available.

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

- The childminder knows where children are in their learning and development and is fully aware of what they need to learn next. She designs a curriculum where children benefit from a sequential programme of learning based around their individual learning needs.
- Children and the childminder build exceedingly close emotional attachments. The childminder is highly responsive to children's needs. For example, she recognises when children are tired. The childminder suggests children snuggle into her as she reads a story. This supports children to feel safe and secure in her care.
- The childminder is very supportive of children's communication and language development. She models taking turns in conversations and encourages children to repeat words back. The childminder asks questions and gives children time to consider and express their own responses.
- Children have many opportunities to learn about the natural world and learn to care for living creatures. For example, when children find a caterpillar, the childminder supervises them as they use the internet to learn about the life cycle of the caterpillar.
- The childminder is inventive in how she enables children to develop their self-

care skills. The childminder and children sing 'rub', 'rub', rub' as they thoroughly wash between their fingers before rinsing their hands. Children are excited to show the inspector how they use paper towels to carefully dry their hands.

- Parents are exceptionally complimentary about the service which the childminder provides. They say that she goes 'above and beyond' in the opportunities she provides for their children's learning and development. Parents are very appreciative of the childminder meeting their individual working needs.
- The childminder works in partnership with the local nursery and school which the children also attend. She shares information about children's abilities prior to children beginning at the setting. Staff are very complimentary about the opportunities that the childminder provides. They particularly praise the way she ensures that activities fit with children's learning in nursery.
- The childminder enables children to learn about different cultures. She discusses with parents details of different festivals and replicates these in her home. For example, children dress in traditional costumes and talk about the celebrations they have taken part in. This enables children to develop their emotional well-being and confidence as they know their involvement is valued.
- Children learn about their external environment as the childminder enables them to access a wide variety of different places. For example, when going to the local shops, children talk about what is needed and write their own shopping lists. The childminder encourages children to source their own goods and pay for their own items.
- While the childminder brings some numbers and counting into planned activities, this is not consistent through other activities and daily routines. She does not consistently introduce other mathematical concepts, such as volume or size, into children's play and routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder undertakes safeguarding training and is aware of the correct procedure to take should there be an allegation. The premises are secure. The childminder teaches children to keep themselves safe. For example, she teaches children to get out of her car onto the pavement.

What does the setting need to do to improve?

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

- support children's understanding of numbers, counting and other mathematical concepts further, such as volume and size.

Setting details

Unique reference number	EY449919
Local authority	Northumberland
Inspection number	10229620
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 10
Total number of places	18
Number of children on roll	18
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Blyth, Northumberland. She works with two assistants. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. She works on some bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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.
- A joint observation of an activity was carried out with the childminder.
- Activities were observed during the inspection. The inspector assessed the impact that activities have on children's learning and development.
- The inspector spoke to the childminder and children during the inspection. The written views and opinions of parents were taken into account 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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