

Childminder report

Inspection date: 2 March 2023

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

New children settle quickly at this very friendly and inclusive setting. Children are very happy, settled and secure in the care of the childminder, who is warm, responsive and kind. They form close bonds and delight in each other's company. The childminder provides strong support for children's personal, social and emotional development. She supports children to share as they explore with different-coloured spaghetti. Children learn to take turns and play cooperatively together. Parents praise the childminder's secure daily routines and high expectations of behaviour.

The childminder places a strong focus on children's growing independence. She supports children to take off and put on their shoes and coats and to wash their hands independently. Children choose what they would like to play with and freely access toys and resources independently. The childminder works closely with parents to help children achieve developmental milestones, such as using cutlery and toileting. The childminder praises and encourages children. She shows pride in their achievements. This helps raise their confidence and self-esteem. The childminder prepares nutritious and balanced meals and snacks for children to enjoy. She provides children with very good support to expand their experience of food by encouraging them to try new tastes and textures.

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

- The childminder is very experienced and has a strong understanding of how children develop. She is able to describe clearly the patterns of development young children go through, for example the skills they need to eventually drink from open cups and become steady on their feet.
- The childminder provides strong support for children's learning. She models new skills and provides clear instructions. The childminder knows the children in her care individually very well and plans activities she knows will interest them and embed and extend their learning.
- The childminder's support for children with special educational needs and/or disabilities is a strength of the setting. Parents say the childminder goes 'above and beyond' to include all children. They praise how she works closely in partnership with other professionals in education and health to help ensure all children's needs are met.
- The childminder plans challenging and exciting activities that support children's sensory development and cover all areas of learning. She reflects on experiences for children. However, her systems for gathering the views of parents and children are not always robust, to support and extend children's achievements.
- Support for children's developing communication and language skills is good. The childminder talks to the children about their play and introduces new words

to help extend their vocabulary.

- Children enjoy sharing stories and songs with the childminder. She repeats back children's words or babies' sounds to show she understands their needs and values their contributions.
- There is strong support for children's physical development. Children climb and stretch on equipment during trips to the park on the way home from school. They benefit from daily opportunities for fresh air and exercise in the childminder's enclosed, safe and spacious garden.
- Children have opportunities to explore with sand and water outside. Inside, they develop strength in their hands and fingers as they thread pasta and make sounds with musical instruments.
- Children learn about life outside the setting through country walks and visits to museums. They learn about the natural world during trips to the beach, where they collect pebbles and splash in pools in the sand.
- Parents have high praise for the childminder and the service she provides. They say she is 'extremely caring, reliable and professional'. Parents praise the ideas the childminder provides to help them support children's learning at home. They say the level of care children receive is 'fantastic'.
- The childminder has established good relationships with the local school, from where she picks up and drops off children. This helps to create a consistent approach to children's learning and development.
- The childminder keeps her skills up to date through opportunities for training and continuous professional development. She is dedicated to her work and passionate about providing the best outcomes for children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is comfortable and secure. The childminder assesses any potential risks for children. For example, she ensures the garden area is kept secure and safe from any potential hazards. The childminder has a good understanding of how to keep children safe and healthy. She demonstrates a sound knowledge of safeguarding signs, symptoms and procedures. The childminder knows who to contact should she have a concern about a child, and she understands the procedures she must take to keep them safe. She shows a good awareness of all aspects of safeguarding. The childminder attends safeguarding training and holds a first-aid certificate.

What does the setting need to do to improve?

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

- strengthen systems for gathering the views of parents and children and use these to help plan continuous improvements.

Setting details

Unique reference number	EY386414
Local authority	Northumberland
Inspection number	10276351
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	19
Date of previous inspection	12 July 2017

Information about this early years setting

The childminder registered in 2009 and lives in Blyth, Northumberland. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is registered for funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

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.
- 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 and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living on the premises.
- The childminder and the inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took into account the views of a number of parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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