

# Childminder report

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Inspection date: 7 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 very happy in the care of this childminder. They demonstrate this as they play with the childminder and talk about books together. Parents comment that their children love going to the childminder and find it difficult when they cannot attend due to the childminder's holidays. Children have a good relationship with the childminder. They enjoy the reassurance from the childminder as they go to her for cuddles. Children are incredibly content as they snuggle next to her and look at books together. The childminder teaches children how they can keep themselves safe. For example, younger children know that they must hold the childminder's hand when they come home from nursery. Older children understand that they must wait at the kerb before crossing the road.

The childminder has high expectations for children's learning. For instance, she seizes opportunities to develop counting as she reads books to children. The childminder demonstrates how to count a set of objects accurately. Children behave well. For instance, they respond quickly when the childminder reminds them to sit on the chair properly. Parents comment that the childminder sets consistent behavioural boundaries and this helps their children to behave.

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

- The childminder helps children to understand how they can keep themselves healthy. She ensures that children wash their hands before eating and using the toilet. The childminder provides a range of healthy food with plenty of fruit and vegetables. She gives clear messages about oral hygiene. The childminder takes time to talk to children about healthy lifestyles. For example, when children ask why they need to wash their hands, she explains how they need to wash away the germs.
- The childminder shares information about children's care with the nursery they also attend. She talks to children about what they have been doing. However, the childminder has not yet thought about ways that she can share and gather even more information with the nursery. This means that she does not have an in-depth understanding of what children are learning and how she can support their learning further.
- Children concentrate well. They are very focused as they build with blocks. Children have a clear purpose and work until they have completed this. For example, they focus intently as they use the blocks to build a Christmas tree. Children choose different blocks to use. They work out how to fit the blocks together to represent the shape of a tree. Children demonstrate their satisfaction when they complete the task.
- The childminder plans opportunities for children to develop their literacy skills. For example, they look at books together and the childminder provides

opportunities for children to develop their writing skills. However, the childminder does not always focus specifically on the skills which children need to develop their skills further. For instance, she does not provide sufficient opportunities to learn about the different parts of books or how to handle them correctly. In addition, the childminder sometimes teaches children early writing skills before they have the necessary skills for this.

- The childminder supports children's communication well. For example, children thoroughly enjoy listening to stories. They talk about the books with the childminder. Children ask questions about what they can see. The childminder takes time to explain interesting vocabulary and phrases to children. This means that children have plenty of opportunities to develop their communication and language. This helps children to become confident communicators.
- The childminder has a good relationship with parents. She uses a range of methods to communicate with parents. Examples of these include detailed feedback at the end of the day and daily diaries. Parents comment that they believe they get just the right amount of information about their children's days or behaviour.
- The childminder ensures that she keeps her mandatory training up to date. For example, she books first-aid training before it expires. However, the childminder has not yet identified further training and professional development opportunities to improve her teaching skills even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. For example, she keeps her doors locked to prevent unauthorised visitors entering. The childminder considers carefully how she organises her learning environment so that children are well supervised at all times. She talks confidently about the signs and symptoms that may suggest that a child may be subjected to abuse. The childminder talks confidently about the procedures she would follow and who she would contact. She has a good understanding of the local authority's procedures.

## What does the setting need to do to improve?

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

- strengthen communication with schools and nurseries to develop a shared approach to supporting children's learning
- improve the curriculum for literacy and focus more precisely on the skills that older children need to learn as they develop their early reading and writing skills
- focus professional development on raising the quality of education to an even higher level.

## Setting details

<b>Unique reference number</b>	403138
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10276341
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	12 July 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Seaton Delaval, Northumberland. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3. The childminder receives funding to provide early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Elizabeth Fish

## 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 childminder.
- The childminder showed the inspector around her home and explains how she organises her curriculum.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector talked to the childminder about how she manages her provision and how she keeps children safe.
- The childminder showed the inspector a range of documents, including those relating to her suitability and other members of her household.

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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