

Childminder report

Inspection date: 3 July 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

Children love coming to this childminder's home. They have a good relationship with her. She is very caring and attentive. The childminder is on hand to provide cuddles or reassurance if children are tired or upset. Younger children settle quickly when she pushes them in the pushchair to go to sleep. Children say they love coming to the childminder's house because they like playing in her garden with their friends. From an early age, the childminder supports children to try to do things for themselves. For example, children use knives safely with hand-over-hand guidance from the childminder.

The childminder places a high priority on giving children the opportunity to develop their exploratory skills. She wants children to explore in their own way and for this reason toddlers are free to stand at the table. They thoroughly enjoy moving around the table and selecting paint bottles and mix paints using hands and brushes. They enjoy exploring the marks they can make on the table. Older children are engrossed as they paint their hands and even their feet. This supports children to develop good attitudes to their learning. The childminder has clear expectations for children's behaviour. For example, older children learn to tidy up before getting something else out. This helps them to play in an ordered environment.

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

- The childminder knows children well and knows what they need to learn next. She resources her environment with this learning in mind. An example of this is the outdoor environment. The childminder uses activities, such as rice and water, to help younger children develop their pouring skills.
- Children develop good attitudes to their learning, overall. The childminder notices what children are doing and provides further resources to develop their interests further. For example, she notices that older children are interested in blowing through straws. She provides pom-poms and works alongside children to see who can blow them the furthest. However, on occasions, she does not notice younger children's particular interests in their play. Sometimes, she misses opportunities to develop these fascinations to the highest level.
- The childminder places a high priority on helping children to develop skills, such as sharing and taking turns. She plays games with older children, helping them to develop their turn-taking skills. This effective modelling of behaviour helps two-year-old children to understand that they need to wait for a turn. For example, they wait as they play a game, stating whose turn it is.
- The childminder develops children's communication effectively. She makes good use of all opportunities to develop children's language. For example, when toddlers pick up a ball, she labels 'ball'. Children repeat the words she says.

Two-year-old children are confident communicators. The childminder listens and repeats what children are saying and this encourages children to expand on this further. Children communicate confidently about holidays, journeys on an aeroplane and other things they have done.

- The childminder supports children's good health. She provides a range of opportunities for children to have fresh air and exercise. Children enjoy healthy meals and snacks, such as fruit and pasta. She ensures children clean their hands, for example, after painting or after using the toilet. Older children enjoy using a measured soap dispenser.
- The childminder has a good relationship with parents. She talks to them about what children have been doing and explains what she is working on next. She talks to parents about things, such as behaviour management or toilet training, to develop a shared approach to supporting children's learning.
- The childminder works well with the local nurseries. She finds out what children are doing and builds on this in her home. Recently, she has developed work on magnets and helped children to find magnetic things in her garden. She works particularly well with nurseries when children are preparing to start nursery. This helps children to settle quickly.
- The childminder has a good attitude to professional development. The childminder attends all mandatory training, such as first aid. However, she has identified that her programme of professional development is not yet sufficiently focused on developing her knowledge and skills to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. Her home is safe and well maintained. Her doors are locked, and she keeps her garden gate securely locked. This prevents unauthorised visitors entering the premises. The childminder has clear procedures in place to keep children safe around the pet dogs. The childminder has a good understanding of the signs and symptoms that may indicate that a child is suffering from abuse. She knows the procedures to follow should she have a concern about children's welfare. She attends regular safeguarding and child protection training.

What does the setting need to do to improve?

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

- pay more attention to younger children's fascinations in play and provide more activities to support these to further support their learning
- strengthen professional development and raise knowledge and skills to a higher level.

Setting details

Unique reference number	EY471647
Local authority	Northumberland
Inspection number	10295511
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	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 December 2017

Information about this early years setting

The childminder registered in 2013 and lives in Seaton Sluice, Northumberland. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

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 explained how she organises her curriculum.
- The inspector observed children playing and learning and evaluated the impact on children's learning.
- Parents provided written feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder showed the inspector a range of documents, including those relating to her suitability.
- The inspector talked to the childminder to find out how she keeps children safe and manages her provision.

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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