

Childminder report

Inspection date: 19 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

The childminder has an enthusiastic and energetic approach. Her interactions with children are very lively, which helps to capture their interest and engage them well in exciting learning opportunities. Children are keen to join in activities. They become absorbed in their learning and concentrate for a long while. The childminder knows children well and tailors her care to their needs and preferences. This helps children to feel safe and to develop a sense of belonging. The childminder offers consistent encouragement and praise that helps children to develop high levels of self-esteem and confidence. For example, children cheer and give a high-five when they complete a counting task. The childminder gives children consistent guidance and boundaries that contribute to their positive attitudes and good behaviour.

The childminder observes children and uses her findings to inform her teaching. Overall, this contributes to their good achievements across all areas of learning. Targeted teaching helps children to catch up in areas of learning where they need a little more support. For example, she provides plenty of large physical play opportunities and activities aimed at strengthening children's hand muscles. This helps children to quickly develop strength, balance and coordination.

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

- The childminder introduces books during play. Children develop very good skills in early literacy. For example, they recall familiar words and phrases from stories and predict what might happen next. The childminder uses props to bring stories to life and extend children's learning. For example, children enjoy building houses from straw, sticks and bricks after sharing a traditional story.
- Occasionally, the childminder moves children on to new learning too quickly. For example, she models lots of new words rapidly without giving children the opportunity to learn what they mean and use them during play. She teaches children about numbers beyond 10 before they fully understand counting to five. Children are not always able to absorb and remember new learning before a new challenge is presented.
- The childminder understands how young children learn and takes account of their preferences. For example, children who like messy play have plenty of opportunities to be creative and explore. The childminder knows that some children prefer active play outdoors. She supports this by extending learning that happens in her home with visits and trips. For example, children make dens in the woods following a story and activity indoors.
- Children are very keen to help. The childminder gives them small tasks that help them to increase their independence and they develop a sense of responsibility. For example, they sweep the floor and clear up after activities, showing respect

for the resources and the childminder's home.

- The childminder focuses on enhancing children's social skills and confidence, particularly those children who have been impacted by the COVID-19 pandemic. She values the benefits of group activities and visits in the local area. For example, children meet people of different ages, abilities and from varied backgrounds. They experience being part of a large group, which helps to prepare them for attending nursery sessions.
- Partnerships with parents are well established. There is a good two-way flow of information between them and the childminder, which helps to provide consistent support for children. Parents describe the childminder as 'caring, tolerant and encouraging'. They say they have 'absolute faith and knowledge that children are safe and thriving' in her care.
- The childminder continues with professional development. She reflects on what she has learned, which contributes to her strong capacity for ongoing improvements to her good provision. For instance, she has completed a training course to help her to meet the needs of children with special educational needs and/or disabilities more precisely.
- Children learn about healthy lifestyles. They tell the childminder which foods are good for them and which should be 'just for a treat' while pretending to cook in the play kitchen. The childminder teaches children the importance of cleaning their teeth and visiting the dentist through games and activities linked to dental health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that can indicate that a child may be at risk from abuse or neglect. She understands the importance of recording and reporting any concerns about a child's welfare swiftly to protect them from harm. The childminder shares her safeguarding procedures with parents. She knows what action to take if there is an allegation against her. The childminder completes risk assessments to help her to assure children's ongoing safety and well-being. For example, following an injury to her foot, she has worked with parents to amend some children's attendance patterns and has reviewed how she takes children to and from school.

What does the setting need to do to improve?

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

- give children more time and opportunities to practise and remember what has been taught, before providing further challenge, to help them to build even more successfully on their current skills and knowledge.

Setting details

Unique reference number	EY474745
Local authority	Northumberland
Inspection number	10301323
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 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	16 January 2018

Information about this early years setting

The childminder registered in 2014 and lives in Seaton Sluice, Whitley Bay. She operates all year round, except for bank holidays and family holidays, from 7am to 6pm, Monday to Friday. The childminder holds an appropriate childcare qualification at level 2. She receives funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has 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.
- The childminder showed the inspector around the areas of her home used for childcare. She discussed her early years curriculum and how she organises her provision.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of written feedback from parents.
- The childminder and inspector discussed leadership and management of the provision. The childminder provided a range of documents for inspection.
- The inspector and childminder discussed and evaluated an activity together.
- The inspector observed the childminder's teaching and assessed the impact on children's learning and development.

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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