

Childminder report

Inspection date: 27 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 a nurturing approach that extends beyond children to the whole family. This helps her to meet children's care and learning needs well, in very close partnership with parents. Relationships are warm and supportive. This helps children to feel safe and secure in the childminder's care. They arrive at the childminder's home happily and confidently pick out their favourite toys to play with. Gentle reminders and sensitive guidance from the childminder help children to learn right from wrong. The childminder is a positive role model. She teaches children about respect, acceptance and tolerance. Children learn to be proud of who they are and to understand and accept others with different views and experiences.

The curriculum, overall, helps children to learn and remember more. The childminder supports children's play well, for example by talking to them and offering suggestions and ideas. This helps children to engage in activities and motivates them to learn. The childminder provides appropriate challenges during children's play. For example, when children easily manage to stack cups, she provides a trickier puzzle that needs more thought. Children try hard and develop good problem-solving skills and perseverance.

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

- Children enjoy their learning. However, at times, the childminder plans some play opportunities which are limited or prescriptive. The intended end result of some activities means that children have fewer opportunities to explore and be more freely creative. For example, children make greeting cards and take part in painting activities which are focused more on the outcome, rather than on the potential for enjoyable learning.
- Children are consistently occupied and busy at play. They show good imaginative skills. For example, they use play figures to represent members of their family. The childminder supports children's emerging language skills well. For example, she speaks clearly and in simple sentences to help young children to understand and learn to use new words. Children communicate well and chat happily during play.
- The childminder observes children to check that they are achieving well and in line with typical expectations. Overall, she uses her findings to inform her plans for activities. However, the childminder often aims her plans at what older children need to learn. Although she adapts activities to involve younger children, she does not fully consider their own precise learning needs.
- Parents say the childminder's support has helped their children to 'thrive in their development and mental well-being'. They are very involved in their children's learning and value the childminder's openness and honesty, for example when

she shares concerns about children's development. The childminder has good arrangements in place for sharing information to help to provide consistent care and support for children's learning.

- The childminder takes steps to build on her own knowledge and skills. For example, she accesses online training and receives newsletters with updates and ideas for practice. The childminder seeks feedback from parents about how she can improve her setting. For example, she buys new toys and equipment that children are interested in and familiar with to help them feel at home in her care.
- Children learn to be independent. The childminder encourages this from an early age, such as by helping young children to use a spoon to feed themselves. Children learn about responsibility. For instance, they feed and water tomato plants in the garden. Children eagerly help to put toys away when they have finished playing with them.
- The childminder considers the life experiences that children bring with them. She knows that some children, such as children with special educational needs and/or disabilities, struggle to manage change. The childminder gives them plenty of time to adjust and prepare for different parts of their day. The childminder's setting is highly inclusive. She actively challenges stereotypes, for example, about which toys boys and girls should choose.
- Consistent hygiene routines help children to develop positive habits, such as washing their hands. They benefit from plenty of fresh air and exercise while playing in the garden and nearby play areas. The childminder works with parents to provide children with a nutritious diet. These measures contribute to children's good physical health.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident to discuss children's welfare and her safeguarding procedures openly with parents. Her close relationships with them place her well to swiftly identify changes in their well-being or other cause for concern. She knows to refer concerns about children's welfare to the appropriate authorities without delay, which helps to ensure that children and families get the help that they need quickly. The childminder keeps her knowledge of safeguarding legislation up to date, for example through professional memberships and newsletters from relevant agencies. She is extremely vigilant and supervises children well. She completes diligent checks on her home and equipment to further assure children's safety in her care.

What does the setting need to do to improve?

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

- increase children's opportunities to independently explore and develop their creativity
- plan more precisely for younger children and help them to make even more progress in their learning.

Setting details

Unique reference number	EY224598
Local authority	Northumberland
Inspection number	10301356
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	2 to 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 January 2018

Information about this early years setting

The childminder registered in 1992 and lives in Blyth, Northumberland. She operates all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide early years education for two-, three- and four-year-old children. She has two assistants, who work with her on occasion.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- 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 setting.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder talked about leadership and management of her setting. The inspector looked at relevant documents that she provided for inspection.
- The inspector considered the views of parents. She spoke to two parents on the day of inspection and took account of written feedback from others.
- 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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