

Childminder report

Inspection date:

14 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are very enthusiastic and highly motivated to learn at this friendly and welcoming setting. They show high levels of concentration and curiosity as they pretend to make porridge with dough and plasticine. They explore the differences between the two textures. The childminder helps them decide which is harder and which is softer. Children are very happy, settled and secure. They are extremely confident and grow rapidly in independence. For example, the childminder encourages young children to help prepare their own food at snack time, and wash and dry their hands independently.

Children are highly engaged in the wide range of highly stimulating and challenging activities and experiences on offer. Much of their time is spent exploring outdoors, where they have rich opportunities for fresh air and exercise. For example, children enjoy trips to the park and woods, and walks along the river. Children learn to manage their own feelings and behaviour very well. For example, they discuss how they feel with the childminder as they explore jigsaw puzzles that portray different emotions. The childminder values children's ideas and contributions. She praises them for thinking of different ways to fill and empty the watering can as they play in the large, enclosed garden. This helps to raise children's sense of achievement and self-esteem.

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

- The childminder knows the children in her care exceptionally well. She shows an in-depth understanding of child development and the milestones children achieve. The childminder is a very experienced and qualified teacher. She has an extremely thorough knowledge of where children are in their development and how to support them to make rapid progress in their learning.
- The childminder plans superb support for children's developing communication and language skills. She introduces new descriptive words to help expand children's vocabulary. For example, the childminder explains the meaning of 'serrated' edges to the children as they explore with cutters in dough. She describes how the musical instruments the children play with 'vibrate' and that the shade of the bowls they use is 'turquoise'.
- Children hear lots of detailed language every day. The childminder continuously comments to children about their play. For example, she describes the sand that children explore with their fingers as 'gritty and cold'. She models how to use different toy trucks to move, fill and empty sand.
- The childminder provides excellent support for children's physical development. Children practise moving and holding tools and objects in their hands. For example, they hold cups and fill them carefully with oats as they make their own porridge. This helps them to develop their dexterity and coordination.

- Outdoor play and trips to the park provide rich opportunities for children to develop their strength and balance. They take turns on a zip wire and move carefully across a rope bridge. Children practise going up and down stairs safely, and explore different ways to move up a ramp and through a tunnel. They have trips to the library and local playgroups, which help children to learn about life in the community outside the setting.
- The childminder weaves extremely strong support for children's mathematical development through everyday play. For example, children learn about capacity as they bake oat biscuits. The childminder adapts the recipe, so that children with specific dietary requirements can be included. Children learn to compare size as they choose small, medium or large brushes to paint with water on mats outside.
- The childminder teaches children the concepts of half and full as they fill small and large cups in the sand. Children count the bears and chairs in a story about Goldilocks, which they share with the childminder. They count the number of times the childminder pushes them on the swing and the number of steps they need to reach the top of the slide.
- The childminder has extensive experience of caring for and supporting children with special educational needs and/or disabilities. Parents praise the inclusiveness of the setting and how the childminder adapts activities to meet the needs of all children.
- Feedback from parents is excellent. Parents praise highly the childminder's skills as a teacher. The childminder has formed strong links with the local school nursery children also attend. This helps to provide a consistent approach to support for their learning.
- The childminder fully embraces opportunities to extend her knowledge and upskill her practice. She keeps herself up to date through regular training and research, and shares ideas and practice with other childminders. The childminder gathers, values and acts upon the views of children and parents. She is dedicated to continuously improving the quality of the service which she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides excellent support to children to teach them how to keep themselves safe. She shows them how to apply sun cream and how to use cutlery safely. The childminder teaches children how to get themselves down safely and independently from their high chairs after mealtimes. She has an excellent understanding of her role and responsibilities in relation to safeguarding. The childminder knows what might concern her about a child, who to contact and the processes to take to help keep children safe. She has attended training in first aid, food hygiene and a range of aspects of safeguarding.

Setting details

Unique reference number	EY391221
Local authority	Northumberland
Inspection number	10117128
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	4 March 2015

Information about this early years setting

The childminder registered in 2009 and lives in Morpeth, Northumberland. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She is registered to provide funded 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 provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 suitability of those living on the premises.
- The childminder and 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 held discussions with the childminder at appropriate times during the inspection. She took into account the views 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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