

# Childminder report

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Inspection date: 9 September 2019

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The enthusiastic childminder provides a warm and welcoming environment where children learn and develop. She works closely with parents to help children to settle in well at her setting so they feel safe and secure. For example, she visits children in their home before they start. The childminder seeks information from parents about children's interests and what they already know and can do for themselves. She uses this information well to develop starting points for children's learning.

The childminder provides a stimulating environment for children to explore using all their senses. Children develop high levels of curiosity. They relish engaging in sensory exploration and develop an early understanding of technology, such as using remote controls to initiate changes to colour cubes. Children concentrate well and listen attentively to well-known stories. The childminder provides well-thought-out resources to aid storytelling. For example, children considered what items could have been used by the characters in the story to help them in their bear hunt, such as a torch.

Children enjoy taking part in music sessions. They join in with actions to familiar songs and rhymes. Children show a keen interest in number, they recognise numerals and letters of the alphabet which are significant to them. They are developing an understanding of letters and the sounds they represent. Babies develop good levels of confidence and initiate play with the childminder, such as simple peekaboo games. Children are confident, become independent and enjoy helping with small tasks.

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

- The childminder monitors children's achievements effectively. This helps her to identify any weaker areas in children's learning. The childminder knows how to seek help from other relevant professionals, if necessary, to ensure that all children make good progress.
- The childminder incorporates children's immediate interests and many areas of what they need to learn next into the activities she plans to support their learning. For instance, children engage enthusiastically in imaginative play with the childminder, pretending to visit shops and buy a range of food items. However, the childminder does not recognise and use some opportunities that arise to extend children's early writing skills, such as writing a shopping list to enhance their experiences.
- The childminder is keen to support children's communication and language development. For instance, she introduces new words and their meanings into children's vocabulary as they play. However, at times, the childminder does not give children the time they need to think about some of the questions she asks

before she answers for them.

- The childminder provides clear explanations to children about how things work to help support their understanding, such as how light travels down a fibre-optic tube and creates different colours. She encourages children to investigate new ideas and concepts. For example, how the beam from a torch changes as they move it near to and away from an object.
- Children enjoy plenty of fresh air and exercise. For instance, they visit local parks and play centres where they have opportunities practise their physical skills. The childminder develops children's awareness of healthy lifestyles effectively. For example, children learn about how drinking milk can help them to develop strong bones.
- Children behave well. The childminder has high expectations of their behaviour. She offers praise and encouragement, and children develop good levels of confidence and self-esteem. Children are kind and consider the needs of younger children, for example, as they slice their fruit into smaller segments at snack time.
- Children have many opportunities to visit places of interest locally with the childminder. This helps to extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the community.
- Partnerships with parents are strong. The childminder communicates with parents using a variety of methods. For example, she sends out newsletters and seeks the views of parents and children to help her to identify areas she can improve further.
- The childminder establishes effective partnerships with other early years providers where children's care and learning is shared. This contributes to meeting children's individual needs well.
- The childminder understands the importance of keeping her knowledge and skills up to date. For instance, she has accessed training and introduced resources to help children understand about changes in the natural world throughout the seasons.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. For example, she has recently undertaken further training relating to child protection. The childminder has a good understanding of how to recognise when a child may be at risk and what to do if she has any concerns. Her effective implementation of her up-to-date policies, procedures and risk assessments ensures the safety of children 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:**

- make more consistent use of opportunities to support and extend children's literacy skills to the highest possible level
- give children the time they need to process their thoughts, to enable them to respond to questions and fully express their ideas.

## Setting details

<b>Unique reference number</b>	EY335416
<b>Local authority</b>	Durham
<b>Inspection number</b>	10117096
<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</b>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 October 2014

## Information about this early years setting

The childminder registered in 2006 and lives in Oxhill, Stanley. She operates all year round from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

June Robinson

### Inspection activities

- The inspector observed children engaged in activities and the childminder's interaction with them.
- The inspector looked at a sample of documents, including children's learning records, policies and procedures.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The inspector and childminder jointly considered the impact of teaching on children's learning.
- The inspector took account of 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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