

Childminder report

Inspection date: 8 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 is warm, friendly and nurturing as she cares for the children. She provides a bright and stimulating learning environment indoors and outdoors. Children can choose the resources that they need easily, which helps to promote their independence. The childminder ensures that all risks to children are minimised, enabling them to be safe from harm.

Children are happy, settled and eager to learn. With the childminder's support, they take turns and play alongside each other. The childminder has high expectations of how children behave and of what they can achieve. She consistently promotes good manners, which is reflected in what the children say to her and to each other. Children have a deeply caring attitude and offer each other pieces of fruit. They enjoy sharing books with the childminder. Younger children delight in sitting on a cushion. Meanwhile, older children are excited as they sort out and find the correct props needed for the story.

The childminder is knowledgeable and well informed. She values professional development to develop not only her own skills, but also those of the assistant who occasionally works with her. Her strong understanding of child development means that she gives children the right levels of challenge, according to their age and what they can do.

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

- The childminder's teaching is good. She is well organised and thinks carefully about what she wants to do with children, based on their ongoing interests. She makes regular checks on how they are improving and records what they achieve. Children are making good progress in relation to their starting points and are developing the skills they need for future learning. The childminder recognises that children learn in different ways and adapts how she does things to meet their individual needs. For example, she asks younger children to find a fruit from the prop basket and asks older children to find a number 'two' or a 'five'.
- The childminder's extremely calm approach means that children form strong relationships with others. She is very aware of their immediate needs and is alert to any small disputes that quickly arise. She deals with these swiftly and reassures the children that it is acceptable for others to share resources. Given their age, children behave very well and the childminder praises them for their efforts. Children are respectful and are developing a strong sense of belonging as they play comfortably together.
- Partnerships with parents are strong. The childminder shares information on a daily basis about what their children have done and learned. This means that

parents are positive and value her provision. They comment favourably on the support she gives children and on the varied activities and experiences she provides.

- Children have plentiful opportunities to count objects in their play. Older children enjoy the challenge of choosing whether to cut their fruit into halves or quarters. However, the childminder does not always help children to think about wider mathematical ideas when they are playing, such as 'more than' or 'fewer than'. The childminder comments about what children are doing, helping them to use new words and to talk about how they feel. On occasion, when younger children are settling in, the childminder does not encourage them to take the dummy out of their mouths before asking them questions. This does not help them to talk back to her.
- The childminder knows the importance of outdoor play and offers children many chances to explore the natural environment. Children smile as they look at the 'fairy garden' and enjoy using spades to scoop sand into buckets. They watch the leaves fall to the floor and understand that some plants change in the different seasons.
- Children eat healthy and nutritious home-cooked food. They enjoy eating together, as a social occasion. The childminder provides children with safety knives to allow them to cut up their food, without support. They use other cutlery well, according to their ability. This means that children are confident and are developing a can-do attitude towards things that they try to do.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding training is up to date and knows why it is important to protect children from extreme views and behaviours. She has a very secure knowledge of safeguarding procedures and fully understands what to do if she has a concern about a child's welfare. Her home environments, inside and outside, are securely maintained. She pays very careful attention to any potential dangers while the children are playing and during activities and routines. The childminder ensures that her assistant and apprentice have completed safeguarding training and know the correct procedures required of them.

What does the setting need to do to improve?

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

- provide and extend opportunities for children to develop their wider mathematical thinking during play to help raise achievements to a higher level
- consider the impact that practice such as the use of dummies has on children's ability to develop their language skills.

Setting details

Unique reference number	EY432770
Local authority	Durham
Inspection number	10062720
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	12
Number of children on roll	7
Date of previous inspection	14 August 2015

Information about this early years setting

The childminder registered in 2011 and lives in Crook, County Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays. The childminder has an appropriate childcare qualification at level 5. She provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Lois Wiseman

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation with the childminder to see how children's learning is supported.
- The inspector held a number of discussions with the childminder and children during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection and through written feedback provided.
- The inspector looked at a range of documentation, including children's records, policies, procedures and training certificates. She checked evidence of the suitability of the childminder and others occasionally working with her.

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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