

# Childminder report

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Inspection date: 29 October 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder is kind and caring. She creates a calm and nurturing atmosphere for children to play and learn in. Babies are very settled and spontaneously cuddle the childminder. They are very happy, and giggle and laugh throughout their play. Children demonstrate a positive attitude to their learning. The childminder plays alongside children and encourages them to explore and make new discoveries. Children quickly become engaged in their play, demonstrating good levels of concentration. They behave very well.

The childminder gathers information from parents about what their children know and can already do when they first start. This helps the childminder to plan interesting activities, appropriate to children's needs and interests. She uses her observations to plan effectively for what children need to learn next. Children are given many opportunities to be physically active. Babies have space to explore as they learn to stand and practise walking. Older children visit the park and soft-play centres to climb, run and jump. Children develop effective early communication and language skills. The childminder speaks clearly and repeats words as children play. Babies happily babble and make their needs known.

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

- Children are keen and motivated learners. They engage enthusiastically with a range of activities. Babies are curious to explore jelly and pretend insects in a tray. The childminder shows them how to move their hands and then encourages them to try for themselves. She knows how this will help to develop babies' physical skills that they need later for writing. Older children have plenty of opportunities to investigate outdoors, such as playing in the mud kitchen.
- Children spend long periods of time engaged in activities. They develop their imaginations when they play in the role-play kitchen. The childminder encourages babies to explore different musical instruments, which they enjoy banging and shaking to make different sounds. The childminder prompts children to listen carefully to the sounds they make.
- The childminder places a strong focus on developing children's literacy skills and communication. She acknowledges the local area's priority to develop children's vocabulary. An attractive and cosy 'story tepee' is provided, with books and puppets to encourage children to develop a love of reading. Babies enjoy looking at books with the childminder, naming various items and turning the pages. The childminder provides exciting story sacks for children to take home to further their learning.
- Children are encouraged to follow healthy lifestyles. The childminder works with parents to make sure that children have a balanced diet. Children are helped to be as independent as possible at every opportunity. Babies learn to feed

themselves and wash their hands. Older children are encouraged to learn about good dental hygiene. They brush their teeth after meals, using an egg timer to time how long they need to spend doing it.

- Children have excellent opportunities to develop an understanding of the natural world. They take part in exciting adventures in woodland areas. The childminder encourages children to observe butterflies changing into caterpillars. Children enjoy planting and helping on the childminder's allotment. The childminder offers children many exciting visits in their local community. They enjoy visits to local farms, garden centres and museums.
- Partnerships with parents are strong. The childminder works hard to make sure that parents are well informed about their children's progress. She keeps parents updated throughout the day by sending them photographs of their children playing. Parents state that she is an exceptional childminder who genuinely cares for children.
- The childminder makes sure that she keeps her knowledge up to date. She attends many training opportunities and networks with other childminders. Recent training has prompted the childminder to introduce more loose parts into children's play to develop their curiosity further.
- The childminder evaluates her practice and asks parents and children for their views. However, this self-evaluation does not identify precise areas for improvement to drive practice to an even higher level.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has attended recent child protection training. She has a good understanding of what to do if she is worried about a child's welfare. The childminder knows how to report any concerns. The childminder checks the environment regularly to keep it free from hazards and keep children safe. She teaches children how to manage risks themselves. For example, babies are taught not to touch radiators in case they are hot. The childminder places an emphasis on children learning to keep themselves safe when out in the community. For instance, older children learn about road safety.

## **What does the setting need to do to improve?**

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

- enhance self-evaluation procedures to identify more detailed ways to raise the already good practice to an outstanding level.

## Setting details

<b>Unique reference number</b>	313699
<b>Local authority</b>	Durham
<b>Inspection number</b>	10117019
<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 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	3 July 2015

## Information about this early years setting

The childminder registered in 1995 and lives in Lanchester, Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The childminder and inspector reflected on children's learning together.
- The inspector held discussions with the childminder at appropriate times during the inspection. The inspector took account of the views of parents from written statements available.
- The inspector looked at sample of the childminder's documents. This included evidence about training and suitability of those persons living on the premises.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.

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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