

Childminder report

Inspection date: 15 November 2019

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

Children are welcomed into a relaxed and caring environment where they are happy and settled. The childminder clearly understands children's individual needs. She has formed positive and supportive relationships with children and their families. The childminder gathers some information from parents about their children at the start of their care. However, this does not include information about children's abilities and levels of development to help her to assess children's learning right from the start.

The childminder is nurturing and supportive. Children demonstrate a strong sense of belonging and respond positively to the childminder. Very young children stay close by her side while they play. They receive reassurance and cuddles if something upsets them. This helps them to feel safe and secure. Children explore the resources with enthusiasm. The childminder supports their emerging speech by repeating words. For example, she says 'pop, pop, pop' and 'bang, bang' as children listen to the sounds of curtain rings falling on top of each other.

The childminder has high expectations for children's behaviour and conduct. She uses a wide variety of strategies to manage children's behaviour. Children behave kindly towards one another, and older children give each other timely reminders. For instance, they remind each other to use 'kind hands'.

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

- The childminder is keen to ensure that children have stimulating opportunities to build on their current skills and to succeed in their future learning. She plans activities based on children's interests. For instance, the childminder plans sensory experiences that stimulate children's senses and that help children to explore, investigate and show curiosity.
- The patient and kind childminder supports children's communication and language skills effectively. She listens well, extends their vocabulary and asks questions that challenge children's thought processes.
- There is a strong focus on mathematical development. Children have numerous opportunities to explore small and large numbers in their environment. For example, they have access to brass numbers, which they explore and talk about during their play. Children enjoy linking them together and start to name the individual numbers.
- Children develop a deep understanding of the natural world and other living things. They are active outdoors on a regular basis. Children visit local parks where they observe living things in the water. They listen carefully to see which creatures they can hear. For example, the childminder states that during the summer, children regularly noticed the sounds that grasshoppers make. The

childminder provides children with opportunities to learn how to take safe risks. For instance, children work out how to use a log to make a see-saw.

- Parent partnerships and relationships with other early years professionals are effective. The childminder works closely with other settings that children attend. She shares what she knows about individual children's needs with staff to help with a smooth transition from one setting to another.
- The childminder focuses her professional development on areas that have the greatest impact on children's learning and development. For instance, following literacy training, she has reviewed how she makes books accessible to children. The childminder has based books on children's interests and has displayed them so that they are more easily noticed.
- The childminder adopts a positive attitude towards making improvements to her practice and self-evaluates her provision. She seeks the views of parents. The childminder currently has plans to move her main play area from the front to the back of the home so that children can more easily and freely access the garden.
- The childminder provides settling-in visits for new children and invites their families to join them on trips to a toddler group. This helps children to get to know her before they start. However, the childminder does not collect enough information from parents about their children's prior knowledge and skills to help her plan for children's learning more precisely from the outset.
- The childminder is aware of some wider safeguarding issues. However, she is not fully aware of the 'Prevent' duty or who to report these types of concerns to.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training regularly to help her keep up to date with current safeguarding requirements. She knows the signs that may indicate a child is at risk of neglect or abuse. The childminder is clear about the procedures to follow should she have a concern regarding the welfare of a child. However, her understanding of the 'Prevent' duty is not as secure. The childminder is organised and makes sure that children are cared for in a safe and secure environment. She supervises children vigilantly and ensures that activities and visits are stringently risk assessed to help minimise any hazards to children.

What does the setting need to do to improve?

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

- improve the information obtained from parents so that it includes details of their children's prior knowledge and skills to help plan for children's learning more precisely from the outset
- strengthen knowledge and understanding of the 'Prevent' duty and who to report any concerns to.

Setting details

Unique reference number	EY320052
Local authority	Durham
Inspection number	10062705
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 July 2015

Information about this early years setting

The childminder registered in 2006 and lives in Blackhill, County Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector had a tour of the home and spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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