

Childminder report

Inspection date: 13 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

The childminder creates a welcoming environment where children are happy in her care. She works in strong partnership with parents. The childminder gets to know the children well. She learns about their experiences from home at the beginning of their placement. This helps the childminder to know how to best build on children's learning experiences. The childminder has a calm manner and children very much welcome her involvement in their play. Children enjoy spending time with the childminder. For example, they look through their individual files together. Children relish talking about things they used to do when they were younger and discuss their past experiences.

Children behave well. The childminder is a good role model. She offers praise and encouragement, and children develop good levels of confidence and self-esteem. Children learn to be polite and considerate, demonstrating respect for others. The childminder helps children to learn to share and take turns with toys, and play harmoniously with others. Children benefit from their time spent with the childminder. They acquire skills that prepare them well for their next stage in learning and the eventual move on to school. Children maintain concentration for good lengths of time on activities that interest them. They develop positive attitudes to their learning.

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

- The childminder actively engages in children's play and supports children's communication and language well. She provides a rich language environment for children. She introduces new words and their meanings into children's vocabulary. For example, she uses the words 'musician' and 'multitalented' as children engage in music and singing sessions.
- Children develop a wide repertoire of songs. The childminder helps them to learn about tempo and rhythm as they play musical instruments. For example, she supports children to explore how sounds can be changed, such as playing quietly or loudly.
- The childminder observes children's play regularly and plans activities that build on their current interests and support the next steps in their learning. She accurately tracks the progress of children's achievements to help her to identify any gaps in their learning. The childminder knows how to seek help from other relevant professionals, if necessary, to help ensure that all children make good progress.
- Children are supported effectively by the childminder to develop good literacy skills. They learn that information can be gained from books. For example, children are keen to use non-fiction books to find the names and learn about the differences between some dinosaurs.

- Children develop good mathematical skills, such as counting objects spontaneously in their play. However, at times, the childminder misses some opportunities that arise to extend children's mathematical ideas and language.
- The childminder works in effective partnerships with other settings that children also attend and shares information to plan for their next steps in learning. The highly qualified childminder reflects well on areas to develop further in her provision. She accesses useful training to develop her teaching skills further.
- The childminder takes children on outings to parks in the local community to support their physical and emotional well-being. Children explore and investigate nature. However, children have limited opportunities to develop an understanding of the diverse lives, cultures and backgrounds of people in the wider world.
- The childminder supports children well to become self-sufficient. Children enjoy being helpful, such as taking part in washing toys after using them for painting activities. The childminder helps children to learn how to keep themselves safe. For instance, she helps children to understand the importance of mixing hot and cold water together to ensure that water is at a safe temperature to wash their hands.
- The childminder establishes effective partnerships with parents. She involves them in their children's learning. For example, the childminder keeps parents informed about their children's progress and what they need to learn next. She encourages parents to share information on children's learning experiences from home. Parents' written comments about the quality of the childcare their children receive are very complimentary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to meet all requirements, promote children's welfare and protect them from harm. She ensures that her assistants have a good understanding of how to recognise when a child is at risk of harm. The childminder and her assistants know what to do if they have any concerns about a child's welfare. The childminder's effective implementation of her up-to-date policies, procedures and risk assessments ensures the safety of children in her care. She provides good support for her assistants, such as ensuring that they have current paediatric first-aid certificates.

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 mathematical learning to the highest possible level
- increase children's experiences and understanding of the diverse lives, cultures

and backgrounds of people in the wider world.

Setting details

Unique reference number	EY442519
Local authority	Durham
Inspection number	10062743
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	12
Number of children on roll	12
Date of previous inspection	5 May 2016

Information about this early years setting

The childminder registered in 2012 and lives in Tow Law, Durham. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She holds a relevant qualification at level 5. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

June Robinson

Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed children engaged in activities and the childminder's interactions 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 childminder and inspector 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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