

# Childminder report

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Inspection date: 15 November 2019

<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 provides a welcoming and friendly environment where children feel safe and secure. Children develop strong attachments with the childminder and her assistant. They readily go to them for cuddles and seek reassurance when they are tired. Children demonstrate high levels of emotional well-being.

The childminder has a high expectation of children's abilities. Children are independent and lead their own play from a well-organised range of resources and equipment. The childminder has a thorough understanding of each child's individual needs and interests. This helps her to plan enjoyable activities that excite children and motivate them to learn. Children show good levels of concentration and engagement in activities. They have positive attitudes to their learning as they explore and make new discoveries in their play.

The childminder and her assistant provide consistent reminders to help children remember the rules and boundaries of the setting. They expect all children to be courteous and to look after each other. The childminder gives children plenty of praise and encouragement, which helps to boost their self-esteem and confidence. Children are well behaved and have a good understanding of sharing and taking turns. The childminder encourages the good use of manners.

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

- The childminder places a strong focus on working with staff at other settings that children attend to promote continuity in children's care and learning. She establishes effective partnerships with parents and has regular conversations about children's learning and achievements. This information supports the childminder to build on children's interests and support their good progress.
- The childminder and her assistant help children to understand how things work. They offer clear explanations to children and respond well to their questions. The childminder and her assistant support children's communication and language development well. For instance, children learn new vocabulary, such as 'full' and 'empty', when they follow instructions to make dough.
- Children's physical development is promoted well. For example, the childminder helps babies to develop strength in their bodies in preparation for walking. She provides lots of praise and encouragement for babies as they move around furniture and learn to stand independently.
- The childminder has completed all mandatory training, such as safeguarding and first aid. However, the programme for professional development for the childminder's assistant is not yet fully embedded in order to sharply focus on extending her knowledge and skills even further.
- The childminder helps children to understand how they can support their good

health. She engages children in discussions about healthy food choices and teaches them about healthy practices, such as washing their hands before eating. Children enjoy playing in the garden, where they have the space to be active and many opportunities to learn about the natural world around them.

- The childminder has a good knowledge of the curriculum and provides children with stimulating activities that keep them interested and engaged. For example, three-year-old children are delighted to play in the recently introduced flower shop role-play area. They pretend to take orders and develop their imaginative play skills. Children are excited to visit the local flower shop to extend their learning even further.
- The childminder reflects on the service she provides and identifies ways to improve further the already good provision for children. For example, she works with her assistant to evaluate the activities and experiences they provide. The childminder and her assistant consider children's achievements and interests when planning activities and ensure that children consistently make good progress.
- Children are eager to engage in activities and experiences with the childminder and her assistant. For example, children of all ages are highly motivated to work out the best way to melt blocks of ice to free the toy penguins inside. Children persevere until all of the penguins are removed from the ice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to safeguard children in her care. She has detailed safeguarding policies and procedures in place. The childminder and her assistant complete regular training to ensure that their safeguarding knowledge remains up to date. They have a clear understanding of the signs and symptoms that could indicate that a child is at risk of harm. The childminder and her assistant know the procedure to follow should they have any concerns about the welfare of a child. The childminder conducts detailed risk assessments on all areas of the home used by children and when on outings. This helps to minimise risks and keep children safe.

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

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

- enhance the programme for professional development to extend the assistant's already good practice and improve experiences for children even further.

## Setting details

<b>Unique reference number</b>	EY302262
<b>Local authority</b>	Durham
<b>Inspection number</b>	10117081
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	26 February 2015

## Information about this early years setting

The childminder registered in 2005 and works with an assistant from her home in Consett, County Durham. She operates during term time only from 7.30am to 5.30pm on Monday, Tuesday, Wednesday and Friday. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Amy Keith

### Inspection activities

- The inspector viewed the areas of the childminder's home used by the children, inside and outside.
- Children's learning and developmental records were sampled and the inspector tracked the experiences of two children.
- The inspector held discussions with the childminder and her assistant at appropriate times throughout the inspection.
- An activity was jointly evaluated by the inspector and the childminder.
- The inspector read written feedback from parents. She took their views into consideration.
- A range of documentation was reviewed by the inspector, including policies and procedures, certificates and the suitability checks of the childminder and those who live and work in the household.

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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