

Childminder report

Inspection date: 28 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 form close attachments to the childminder and thoroughly enjoy their time with her. She is kind and caring towards the children. They enjoy her cuddles, comfort and reassurance when they are feeling a little tired and upset. The childminder has a calm manner and children really welcome her involvement in their play. Children benefit from their time with the childminder. They are very motivated and concentrate for good lengths of time on activities that interest them. Young children persevere well to master skills, such as fitting shapes into shape-sorter toys.

Children have high levels of confidence, communicate well with others and make choices in their learning. They are proud of their achievements, and the childminder uses consistent praise to help support their self-esteem. For example, she encourages children to applaud their successes. Children behave very well. The childminder is a positive role model. She keeps consistent boundaries and actively encourages children to use good manners, be polite and say 'please' and 'thank you'.

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

- The childminder enthusiastically engages in children's play. She supports younger children's communication and language skills well. For example, the childminder extends their words into simple sentences and introduces new words into their vocabulary as they play. She repeats words to children as they try to make themselves understood, to help them to recognise the correct way to say a word.
- The childminder gives children clear explanations to extend their learning. For instance, she helps children to understand how a magnet helps shapes to stick on a board.
- The childminder helps children to develop good mathematical skills. For example, as children explore shape-sorter toys, she introduces shape, colour and number language.
- The childminder knows the children well. Generally, she has a good understanding about what the children know and can do. She uses the information effectively to help her to plan what they need to learn next. The childminder takes account of children's immediate interests and adapts her planning accordingly when she notices children are highly focused and engaged in play activities of their choosing.
- Parents are very complimentary about the childminder and the support she offers children. The childminder has a good overall understanding of working in partnership with parents and other professionals to meet children's specialist care needs. She works in good partnership with other settings children attend

and shares information on children's progress.

- The childminder finds out good information to support her knowledge of children's likes and previous experiences. However, she is not fully successful in gathering information from parents about what children can already do when they first start, to help her to plan activities and experiences from the outset.
- Children benefit from regular fresh air and exercise. For example, they enjoy outings to the park and local wildlife areas. These experiences give children good opportunities to practise their physical skills.
- The childminder regularly shares information with parents about their child's daily routines and experiences. However, she does not keep parents fully informed of their children's next steps in learning so they can further support their children's learning at home.
- Children have frequent opportunities to learn about the wider world. They regularly visit local shops and the library. This provides children with real-life opportunities to develop their social skills and helps them to become familiar with their local community.
- The childminder develops children's awareness of healthy lifestyles effectively. For example, she talks about how drinking water supports their good health. Children have good opportunities to rest quietly when they comment they feel tired.
- The childminder continues to extend and develop her professional skills and expertise. For example, she has made good use of new learning to support two-year-old children in her setting to develop good communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date. For example, she has recently undertaken further training relating to child protection. The childminder has a clear understanding of the signs and indicators that may cause her to be concerned about a child's welfare. She is clear about the procedures to follow to raise safeguarding concerns to the relevant authorities should she need to. The childminder has written policies which she implements effectively. She closely supervises children and teaches them about safety in the home.

What does the setting need to do to improve?

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

- enhance partnerships with parents and gather information about what children can already do when they first start, to identify starting points for their learning
- develop the good partnerships with parents through sharing information on how they can further support their child's learning at home.

Setting details

Unique reference number	EY452135
Local authority	Durham
Inspection number	10062746
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 May 2016

Information about this early years setting

The childminder registered in 2012 and lives in Wolsingham, County Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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 provision.
- The inspector observed children engaged in activities and the childminder's interactions with them.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The inspector spoke with the childminder and children at convenient times during the inspection.
- The childminder and the 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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