

Childminder report

Inspection date:

5 December 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder has a calm and reassuring nature. She is very attentive and responsive to the different needs and interests of children in her care. Children are happy, relaxed and content in the childminder's home. Older children demonstrate their confidence as they happily access the toys they want to play with. Babies demonstrate their emerging independence skills. For example, they begin to crawl and explore toys located further away from the childminder. The childminder supports children's communication and language skills well. She talks to children about what they are doing and responds positively to young children's attempts to make conversation.

The childminder provides good support to help children learn how to manage their behaviour. She builds their self-esteem and gives lots of praise and encouragement. She reminds them to be kind and teaches them about sharing and taking turns fairly. This helps children to work together and to respect each other. Children develop early literacy skills as they learn to sing songs and rhymes and enjoy sharing books with the childminder. They benefit from attending a range of community groups where they have opportunities to make new friendships and develop social skills.

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

- Children are happy and relaxed. They form close bonds with the childminder. They are confident to communicate their needs to her. Children develop good levels of self-esteem and behave well. The childminder praises and encourages children in their play to help them make independent choices.
- The childminder is keen to ensure children have stimulating opportunities to build on their current skills, to succeed in their future learning. For instance, she creates obstacle courses that help to promote children's physical skills, such as balance, and to build self-confidence. Although the childminder leads some activities well, occasionally, some are not successful in capturing all children's interest or challenging children of different ages.
- Children are motivated and, overall, show high levels of concentration. For example, young babies spend time exploring a range of musical instruments. They quickly understand that by shaking and banging them they can make different sounds. This excites young children's curiosity.
- The childminder places a sharp focus on children's communication and language development. She is an effective role model. For example, she introduces children to a wide range of new words during their play. This supports children's growing vocabulary. The childminder actively encourages children to engage in singing and rhymes and sharing books. This helps children to become familiar with sounds, words and language and develop early literacy skills.

- The childminder encourages parents to provide healthy options in their child's lunchbox. She takes children on outings, for example to community groups where they learn to interact in different situations. They learn to socialise with their peers and find out about the wider world beyond their own experiences.
- The childminder works closely with parents to ensure that she meets children's care and learning needs well. She values their contributions, which are used to inform assessments and planning. Good systems of communication ensure that parents and the childminder understand children's ever-changing needs, progress and achievements.
- Parent feedback is very positive about the childminder. Parents share their views through questionnaires, daily discussions and written comments. They say their children respond well to the childminder and they are making good progress in her care.
- Partnerships with other professionals are effective. Where children attend two settings, the childminder ensures she shares valuable information about children's development to help establish continuity in their learning.
- The childminder is well organised. She is committed to maintaining her own professional development. She attends further training and regularly shares information and good practice with other local childminders. She evaluates her practice effectively. For example, she uses information gained from training to improve the quality of the learning and care experiences that she provides for children. This helps to improve the outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She is confident of recognising the signs of neglect or abuse. She is fully aware of the procedures to follow should she have any concerns about a child's welfare. The childminder ensures that she updates her training in first aid and safeguarding, including wider safeguarding issues. She supervises children vigilantly. The childminder regularly assesses risks in her home environment, during visits to the community parks and outings to local childminding groups.

What does the setting need to do to improve?

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

- review adult-led activities to offer consistent differentiation and challenge for children of varying ages.

Setting details

Unique reference number	EY350594
Local authority	Durham
Inspection number	10117105
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 14
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 July 2015

Information about this early years setting

The childminder registered in 2007 and lives in Durham, County Durham. She cares for children from 8am to 5.30pm, Monday to Friday, all year round, 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

Janet Fairhurst

Inspection activities

- The inspector observed the quality of teaching during activities, indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- 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 spoke with the children during the inspection.
- The inspector took account of the views of parents from the 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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