

Childminder report

Inspection date: 10 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is kind and caring and forms very positive relationships with the children in her care. She treats them with respect and their contributions are valued. For example, the childminder supports children to independently select their own activities and make choices about what resources they use. The childminder plans a range of exciting and stimulating activities that support children to make progress in their learning. She uses information gathered from parents about what children already know and can do to build on their existing skills.

Overall, the childminder has high expectations of all children and they are supported well in their development. Children are confident, curious learners. Their literacy skills are developing very well. They enjoy sitting close to the childminder, pointing to and naming objects in the book. Children have fun recognising colours and shapes. They expertly turn and manipulate stacking rings and shape sorters to place them correctly. This helps them to learn how to problem solve. The childminder brings fun and enjoyment into all tasks. For example, she sings with children as part of their handwashing routine. The childminder is an excellent role model. She is calm, polite and respectful to the children. The childminder celebrates achievements throughout the day, giving lots of praise and encouragement. This supports children's self-esteem.

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

- The childminder reflects on her practice well and identifies areas to develop further. She frequently seeks the views of parents to help identify strengths and weaknesses, including areas for further improvement. The childminder carries out some independent reading and online research to obtain useful information to support some aspects of her practice. However, her professional development has not been focused enough on developing the quality of her teaching to an even higher level.
- Partnerships with parents are good. The childminder implements successful strategies to help parents to support children's learning at home. Daily verbal conversations and written diaries enable effective communication. The childminder shares ideas for activities that parents can do at home with their child. This ensures that children receive consistency and continuity in their learning. Parents comment positively on the service the childminder provides. They say that the childminder provides 'a stimulating environment' and has a very 'nurturing approach'.
- Overall, children's language skills are developing well. The childminder introduces new vocabulary, encourages children to listen and provides good opportunities for children to enjoy conversation. However, occasionally, the childminder does not pronounce words correctly to further support children's

speaking skills.

- Children have many opportunities to be physically active. There is a spacious and well-equipped outdoor area where children get to exercise as they negotiate the different levels of the garden. Children have regular access to local parks and occasionally visit playgroups. Furthermore, children are provided with regular opportunities to mix with other groups of children as the childminder regularly meets with other childminders. This helps children to gain confidence and develop good social skills. Children's behaviour is good. Their self-esteem, confidence and emotional well-being is high.
- The childminder continually observes and assesses children's development. She monitors their progress closely, to check that there are no gaps in their learning. She plans activities to support what children need to learn next. Furthermore, parents are actively involved in their children's learning and regularly share information about what activities they do at home.
- Children thoroughly enjoy their time with the childminder. They form strong bonds with her. The childminder is caring, sensitive and responsive to children's needs. For example, she supports children with cuddles and soothing words when they leave their parents and knows how to support children when they become tired or hungry.
- Children enjoy a wealth of opportunities and experiences that help them to learn about the world around them. For example, they go for walks in the local village, and visit the library and shops. They regularly discuss the roles of people they see during their walks.
- Children are provided with a good range of imaginative learning opportunities. They freely access role-play resources and relish spending time painting, playing with water and gathering leaves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of possible abuse. She knows where to report any concerns about a child's safety or welfare. She completes regular training to refresh her safeguarding knowledge to include wider safeguarding issues, such as radical and extreme views and behaviours. Furthermore, the childminder is confident of the procedure to follow should an allegation be made against her or a member of her household. The childminder completes regular risk assessments to ensure the children in her care are safe in her home environment and while on outings.

What does the setting need to do to improve?

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

- explore further professional development opportunities to strengthen existing

knowledge and teaching skills even further

- further develop opportunities to extend younger children's language.

Setting details

Unique reference number	EY277717
Local authority	Durham
Inspection number	10117063
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 13
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 September 2015

Information about this early years setting

The childminder registered in 2004 and lives in Durham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The inspector carried out a learning walk with the childminder across the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- Children's developmental records were viewed. The inspector tracked children's progress and discussed their individual next steps with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- An activity was carried out and evaluated by the childminder and the inspector.
- The inspector took account of the views of parents through verbal and 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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