

# Childminder report

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Inspection date: 12 December 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm, welcoming and homely environment where children feel safe. She has a range of toys and resources displayed. Even very young children can make independent choices about their play. Toddlers busily explore the space and equipment. The childminder ensures that there is enough space so that they can further develop their physical skills. For example, when children are beginning to walk, the childminder ensures the floor is free from clutter and that there is equipment for young children to pull themselves up on.

Children are happy in the childminder's care. The childminder recognises that sometimes children are shy around strangers and supports them by providing reassurance. Children eagerly access a wide selection of books. They cuddle up to the childminder and listen to her read. She successfully supports their language development by repeating words and introducing descriptive words, such as 'shiny'. Furthermore, children excitedly sing and follow actions to 'Twinkle, twinkle little star'. The childminder carefully builds on children's existing knowledge and extends their learning even further. For example, she introduces a small-world farm. Young children develop their knowledge of animal names, such as 'goose', and the noises they make.

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

- The quality of teaching is good. The childminder uses her observations of children's play to help identify their next steps for learning and plan exciting and interesting activities. This helps children to remain engaged and motivated. The childminder uses opportunities as they arise during play to extend and further children's knowledge and skills. For example, the childminder encourages children to count as they play. Children are developing the essential skills needed for their future learning.
- The childminder works well with parents. She takes time to settle children in gradually, spending time with families before they start at the setting. The childminder gathers vital information from them about what their child can do when they first start the setting. However, this information is not used effectively to plan highly challenging activities from the very beginning.
- The childminder is vigilant when she takes children on outings. For example, the she talks to children about road safety. Children know they must hold the handlebars of the pushchair when walking to school. This helps children to develop an understanding of how to keep themselves safe.
- The childminder understands the importance of self-evaluation to support her to make ongoing improvements to the quality of her practice. She continually looks for ways to improve her provision. The childminder has kept up to date with all mandatory training. However, the childminder has not focused her professional

development on raising the quality of her teaching to an even higher level.

- Children regularly visit local parks, play in the garden and visit soft-play areas. This helps to develop children's physical skills. Furthermore, children attend local playgroups and meet with other childminders. This helps children to gain confidence and develop good social skills. Children's behaviour is good, and their self-esteem and confidence are high.
- The childminder shares some information with staff at the other settings children attend, such the local nursery. However, this primarily focuses on children's well-being. The childminder has not yet developed ways to share children's learning for a consistent approach to the support they receive.
- The childminder has high expectations for children's behaviour. She provides gentle reminders of what is expected. This helps children to develop a sense of right and wrong.
- The childminder seeks information about the home languages of children who speak English as an additional language. She uses some of these key words during play and finds out about their values and traditions. Furthermore, the childminder makes good use of her local community to teach children about different people and their roles. This helps children learn about people, places and communities beyond their experiences, and broadens their understanding of the world.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and wider safeguarding issues. She is aware of the procedures to follow should children be at risk of harm from extreme behaviours or views. Furthermore, the childminder understands the procedures to follow should an accusation be made against her or a member of her household. The childminder is aware of the procedures she must follow should she have a concern for a child in her care. The childminder carries out regular risk assessments indoors and when on outings in order to minimise risk 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:**

- use information gathered from parents about what children can already do, to plan effective and challenging activities from the beginning
- further develop existing partnerships with other early years provisions children attend to provide a consistent approach to learning
- explore further professional development opportunities in order to raise the quality of teaching to a even higher level.

## Setting details

<b>Unique reference number</b>	313876
<b>Local authority</b>	Durham
<b>Inspection number</b>	10117020
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	27 June 2016

## Information about this early years setting

The childminder registered in 1984 and lives in the Carville area of County Durham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at degree level. She provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Julie Campbell

### Inspection activities

- The childminder and the inspector completed a learning walk together.
- A number of discussions were held with the childminder. The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector discussed with the childminder how she supports children's learning and development.
- The inspector took account of parents' written feedback.
- A joint activity was observed and evaluated by the inspector and the childminder. They considered the impact of the activity on children's learning.

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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