

Childminder report

Inspection date: 19 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The well-qualified practitioner has utilised her teaching skills well and has quickly established herself as a strong childminder. She plans a well-thought-out curriculum indoors and outdoors, and has high expectations for children's learning. Experiences, such as playing in a mud kitchen and exploring a bug hotel, are well planned outdoors to help children develop their investigation and exploration skills. Children show high levels of curiosity and behave well as they play and explore the stimulating learning environment. They cooperate well with each other and begin to develop an understanding of skills, such as sharing, with the support of the childminder and her assistants.

Parents are delighted with the quality of the provision. They say their children are happy and come on in leaps and bounds in the warm and friendly home-from-home environment. They appreciate the ongoing communication in place to keep them updated with their children's experiences and achievements. The childminder works alongside assistants, who complement her work generally well. The childminder is keen to develop the quality of the assistants' interactions with children and acknowledges some aspects of this work are still to be developed.

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

- The childminder plans exciting and stimulating opportunities for children to explore and investigate. Children show high levels of motivation and are keen to place building blocks onto a light box. They show an interest in how things work and use a simple switch to turn on the small tea lights.
- The childminder is highly skilled in supporting children's communication and language skills. This is evident when she sings nursery rhymes and songs to children. She interacts superbly and children listen intently and join in with actions, such as clapping their hands.
- Children's learning is promoted well during routine activities, such as nappy changing. This is evident when one of the assistants changes children's nappies while gently singing nursery rhymes to them.
- Children respond promptly to requests. For example, they tidy up for lunch. They help the assistants and other children to place toys into their correct baskets, showing a good awareness of this routine. Children cooperate well together and enjoy receiving praise for their efforts.
- Children enjoy the experience of sitting together to eat their meals and snacks. The childminder places a high focus on developing children's social skills, and plans time for them to sit alongside adults, promoting this as a learning experience. Children benefit from eating fresh fruit and vegetables as part of a balanced diet.
- Children's behaviour is good. The childminder uses age-appropriate strategies to

help children develop an understanding of expectations within her home. For example, she gently talks to children and takes objects from children when they remove them from the shelving unit.

- Children are supported well when the time comes for them to start nursery or school. The childminder talks to them about their forthcoming experiences. She provides opportunities for them to visit their new setting to become familiar with the appropriate routine.
- Effective settling-in arrangements help children to settle quickly and stay on their own with the childminder and her assistants. Good-quality information is gathered to support continuity in children's welfare and learning needs.
- The childminder is keen to work in partnership with parents to support children's learning and plans activities for children to complete at home. However, some tasks are too challenging for children and not sufficiently focused on the skills they need to learn next.
- The childminder supports her assistants well, overall. She provides ongoing supervision meetings and models teaching for them as she interacts with children. The childminder has identified where improvements to the assistants' teaching are required. She acknowledges more time is needed to raise the quality of their teaching to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is supported well by her assistants to maintain a safe, secure environment for children. Daily risk assessments ensure all parts of the home are safe for children to access. Procedures for keeping children safe are reviewed in the light of any event that may happen, to prevent a reoccurrence. The childminder and her assistants have a good knowledge of safeguarding. They are confident in describing signs or symptoms of possible abuse to children. They know how to act and who to contact if they have any concerns about a child's welfare.

What does the setting need to do to improve?

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

- review activities planned to support children's learning at home to ensure they are sufficiently focused on the skills they need to learn next
- continue to embed supervision arrangements for assistants to raise the quality of their teaching to an even higher level.

Setting details

Unique reference number	EY549371
Local authority	Durham
Inspection number	10126932
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 5
Total number of places	18
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Chilton, Ferryhill. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds qualified teacher status and works alongside assistants.

Information about this inspection

Inspector

Nicola Jones

Inspection activities

- The inspector discussed with the childminder how she organises her provision and her aims and rationale for the curriculum.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint evaluation of an activity was completed with the childminder.
- The inspector held a number of discussions with the childminder and her assistants. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through 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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