

Childminder report

Inspection date: 13 February 2020

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are safe and extremely happy in the childminder's care. The environment motivates children and is very well organised. It is planned to encourage children to explore, investigate and develop their curiosity. Children very confidently lead their own play. Babies develop their physical skills as they push small wooden trolleys around. Toddlers try hard and concentrate intently as they post and transport objects.

The childminder is highly skilled in helping children to form secure emotional attachments. This is evident in children's high levels of confidence. She has high expectations for children. Young children, including those who are new to the setting, settle exceptionally quickly. The childminder offers very flexible settling-in arrangements. She collects important information from parents about what their children know and can do. The childminder uses this information to plan challenging activities, helping children to excel in their development. She ensures that her plans for children's learning follow their interests.

Children are provided with an exceptional range of experiences to explore using all their senses. Older children are deeply engaged in investigating a range of material, such as ice and pretend snow. Younger children explore shredded paper in a large tray. They excitedly look for large numbers that the childminder has hidden in the paper. Children's behaviour is excellent. They are extremely enthusiastic and show high levels of respect in this nurturing setting. Children celebrate their achievements with great pride. This is demonstrated when babies laugh and spontaneously clap their hands, showing very high levels of self-esteem.

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

- Children have wonderful experiences in the outdoor area and learn lots about the world around them. They thoroughly enjoy investigating in the mud, sand and water. Children learn about growth when they plant sunflowers and bulbs. Older children explore change. For example, they watch butterflies hatch from cocoons. Babies laugh and giggle as they watch the birds being fed. The childminder takes children to the local farm, where they learn about the life cycle of chickens and enjoy collecting the eggs.
- Children have excellent opportunities to develop their early reading and writing skills. Older children have access to materials that enable them to freely draw and write. Babies and toddlers explore paint and make marks in foam and rice. Books are displayed in low-level cases to encourage children to freely select their favourite stories. The childminder makes sure that songs, rhymes and stories are at the heart of everyday routines.
- Highly effective strategies help children to build their communication and

language skills. For example, the childminder talks to young children in clear and soothing tones, and talks about their facial expressions and emotions. She clearly models language and introduces new vocabulary as children play. Children learn to become extremely confident communicators.

- Children are encouraged to be as independent as possible in all aspects of their self-care. Babies start to feed themselves and older children hang up their own coats. Children are taught about the importance of good dental hygiene. The childminder has recently taken part in a local initiative and children take home 'healthy teeth bags'.
- The childminder has worked hard to maintain her outstanding practice. She makes excellent use of the information she obtains from development opportunities to benefit children. For example, recent training has helped the childminder enhance children's mathematical skills. Children learn to count with confidence, recognise shapes and colours, and explore capacity while they play.
- There are extremely effective partnerships with parents. The childminder takes time to get to know children and their families' lives. She offers ideas and strategies to parents to support them with children's development, such as sleep routines and behaviour. Parents comment that the childminder plays an important part in their lives and that their children thrive in her care.
- The childminder encourages children to talk about their families and experiences. Older children enjoy making 'memory books'. These contain photographs of previous activities, their family and places they have visited. Children's learning experiences are splendidly enhanced through an extensive range of visits into the local community. For example, the childminder takes children to local historic attractions, museums, parks, sensory rooms and role-play cafés.
- Children have valuable opportunities to learn about their local community. Children visit playgroups and meet with other childminders regularly. The childminder is mindful to provide experiences that allow children to meet and socialise with children of similar ages. The childminder encourages children to develop a natural awareness of diversity through their play and the activities that she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives a high priority to keeping children safe. She can confidently explain how to identify children who may be at risk of harm. The childminder makes sure that she keeps up to date with procedures to keep children safe. Children have a very strong understanding of how to keep themselves and each other safe. For example, the childminder encourages children to pick up toys in case they trip up on them. The childminder introduces children to people in the community who help them. Children delight in visits to the local fire station to find out about fire safety.

Setting details

Unique reference number	313696
Local authority	Durham
Inspection number	10117018
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	17 September 2015

Information about this early years setting

The childminder registered in 1985 and lives in Leadgate, County Durham. She holds an appropriate early years qualification at level 3. The childminder operates all year round from 7.15am to 6pm, Monday to Friday, 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

Melanie Vincent

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's development. The childminder and inspector reflected together on children's learning during their play.
- The inspector looked at sample of the childminder's documentation, including evidence of the suitability of those living on the premises.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans experiences for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. She took account of the views of parents from written statements available.

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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