

Childminder report

Inspection date: 17 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this friendly and welcoming setting. They enjoy a wide range of interesting and fun activities. For example, children enjoy singing and dancing to music. They also explore sounds with musical instruments. Children use their imaginations as they play with toy cars and explore the animals in the toy farm. The childminder places a strong focus on children learning about the natural world. She plans nature walks and trips to local parks and woods to help children understand about the world around them. Children plant tomatoes and sunflowers and watch them grow. They observe how caterpillars turn into butterflies before releasing them into the enclosed garden.

The childminder has wonderful relationships with the children in her care. She is caring, funny and kind. Children's behaviour is good. Well-established boundaries and daily routines help them feel emotionally secure. As a result of the pandemic, parents no longer come into the setting when they drop children off. However, children are settled and communication with parents is very good. Children have formed strong bonds with the childminder and enjoy her company. They have lots of fun together and enjoy sharing stories. Children are fully engaged in their play. They are curious and motivated to learn. The childminder has high expectations of the children and is ambitious for their future learning.

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

- Children are confident and secure. The childminder encourages them to be caring and kind. They learn to cooperate, share and play happily together. Support for children's personal development is strong. The childminder is respectful and responsive to children's needs. She encourages children in their play and helps raise their self-esteem. There is scope, however, for the childminder to support children's awareness of their specific achievements still further. Support for children's independence is strong. For example, they choose what they would like to play with. Children independently take off their boots and put them away when they come indoors.
- A well-planned and structured curriculum includes robust support for children's communication and language development. The childminder uses a range of strategies to help children extend their vocabulary. For example, she repeats back to children what they have said to show that they are understood. She talks to them as they play and introduces rich language and new words. For example, she describes a slug the children find in the garden as 'huge, monstrous and ginormous'. There is a strong focus on hearing language through books, stories, singing and rhyme. There is scope, however, for the childminder when asking questions to extend children's thinking and responses still further.
- The childminder promotes children's physical development well. For example,

she encourages children to strengthen their muscles as they roll and cut dough. They balance on sleepers in the garden and pedal tractors and bikes. Children benefit from regular access to fresh air and exercise. They learn how to keep themselves healthy and enjoy a balanced range of meals and snacks.

- The childminder has a thorough understanding of child development and knows children individually very well. She is able to identify any gaps in their learning and what they need to support their development further. There is strong support for children with special educational needs. All children benefit from a wide range of activities and experiences that cover all areas of learning. They explore with dough, sand, water and mud, make marks with chalks on the patio and count worms they find in the grass.
- The childminder has strong relationships with parents, who speak very highly of her. She works closely with them to support their children's learning. Parents praise the robust systems of communication in place. The childminder has effective links with the local school where she picks up and drops off children. She reflects on the daily experiences of children and gathers the views of parents to help improve her practice. The childminder is dedicated and passionate about the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

Children enjoy a safe and secure environment in which to play. The childminder's home is clean and comfortable. She teaches children how to keep themselves safe. For example, she encourages children not to run indoors so they do not trip. The childminder talks to the children about road safety and stranger danger. She has a secure understanding of her responsibilities around safeguarding children. The childminder keeps herself up to date with any changes. She knows how to identify any concerns and the procedures she must take to keep children safe. There are clear and detailed policies in place to support safe practices.

What does the setting need to do to improve?

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

- expand the use of praise to be more specific when raising children's awareness of their achievements
- develop the already good support for children's developing language and communication skills still further. For example, by asking children questions that encourage a more detailed response.

Setting details

Unique reference number	EY552996
Local authority	Durham
Inspection number	10174287
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Newfield, Chester Le Street. She operates all year round, except bank holidays and family holidays, from 8am to 6pm, Monday to Thursday. The childminder holds an appropriate childcare qualification at level 3. She is registered for funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Foers

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence of training and the suitability of those living on the premises.
- The childminder and the inspector reflected on an activity together. The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She spoke to one parent and took into account the written views of others.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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