

Childminder report

Inspection date: 13 July 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 show that they enjoy being with the childminder. They are content and happy and form a close relationship with her. She provides a nurturing and interesting environment, both inside and outdoors. She considers children's individual interests and developmental stages when planning activities and preparing their surroundings.

The childminder recognises the differing needs of the children she cares for. She provides reassurance and encouragement in response to their individual needs. Children gain confidence and self-esteem in their growing abilities. They behave well and show they understand her instructions and follow her directions. The childminder helps children learn how to share resources. This helps them to value and respect the differing needs of others. She has a calm, gentle manner with the children.

The childminder has considered the restrictions that the COVID-19 (coronavirus) pandemic places on her service. She has taken steps to minimise the spread of infection. Children access settling-in visits with her before starting. The childminder makes sure that parents are fully involved in their children's care and learning. As parents do not go into the childminder's home at present, she uses other ways to keep them fully informed about daily activities.

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

- Children take part in a broad range of activities and learning experiences, which they enjoy. When children start with the childminder she assesses where they are in their learning and development. However, she does not seek parents' input before this to help her accurately gauge what the child needs to learn next.
- The childminder enhances children's experiences and provides opportunities for them throughout the day. She places high priority on children developing skills, including early reading, and writing. For instance, she uses story books on a one-to-one basis with children and they can choose books to look at on their own. Young children enjoy looking at the pictures and learn how to carefully turn the pages.
- Children particularly enjoy listening to the childminder sing familiar rhymes. She uses this opportunity to help them learn about the parts of the body. She helps them to recognise where their eyes, ears and mouth are, as she points to them. The childminder understands how she will sequence children's learning. She plans to help children point to the body parts themselves next time.
- Children's communication and language skills are promoted well. The childminder provides a language-rich environment where children are supported

to talk. For example, the childminder talks to children while they play. She repeats the first letter and the word as they attempt to say them. This helps children to hear the correct way to pronounce words.

- Children enjoy walks in the local area and visits to the local park. This helps to promote their physical dexterity and provide them with new experiences. For example, while walking the childminder points out things to look at. They stop to smell the flowers on the lavender plant. In the park, the childminder supports children to take safe risks. She stands nearby while children practice their skills as they repeatedly climb up a ramp.
- The childminder offers a professional service. She is highly qualified and takes her role seriously. She ensures that she regularly reflects on her practice to make constant improvements. She is keen to do any training that helps her to improve her work with children. For instance, she has completed training on settling in new children. This taught her to let the children come to her. She asks families to send in family pictures. If children get upset, they can then look at them and talk about them with her.
- The childminder recognises the importance of good partnership working with parents. Parents are very positive about the quality of the setting. They comment that they are more than happy with the care their children receive. That they are always fully informed about any updates and their child's progress. They feel reassured that their children are in safe hands.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect and keep children safe in her care. She recognises the signs and symptoms that may indicate a child is at risk of harm, including wider safeguarding issues, such as radicalisation. The childminder supervises children well. She considers how she can help children to stay safe in her home. She completes daily ongoing risk assessments to help ensure that the home is safe and secure. When they go for walks to the park, she teaches them how to walk on the pavement safely. She uses a route with the least number of roads to cross.

What does the setting need to do to improve?

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

- establish stronger links with parents from the start, to identify children's learning and development at home, to feed into the first assessment.

Setting details

Unique reference number	2593714
Local authority	Durham
Inspection number	10202054
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Chester-Le-Street, County Durham. She operates Monday to Friday, from 8am to 7pm, all year round, apart from bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 6.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- Discussions were held with the childminder. A sample of documentation was viewed by the inspector, including evidence of the childminder's suitability and children's records.
- A tour was taken of the home and the inspector spoke to children during the inspection.
- The inspector took account of written feedback from parents for the inspection.

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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