

Childminder report

Inspection date: 28 July 2021

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 Met (with actions)
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settled in the childminder's care. They have secure attachments with the warm and caring childminder. The childminder collects information about children's routines and care needs when they first start, to help them settle quickly. Children have their comfort items available to help them feel at home in the childminder's setting.

Children behave well. They respond positively to the childminder's high expectations. Children learn to share, take turns and use manners. They spontaneously say, please and thank you when they play. Children benefit from lots of praise from the childminder and are clearly proud of their achievements. This is demonstrated when they freely give the childminder a 'high five' during a game. Children begin to recognise their feelings. The childminder labels how children are feeling and reassures them. For instance, she tells them it is okay to feel shy and gives them cuddles as reassurance.

When children have not attended during the COVID-19 (coronavirus) pandemic, the childminder has made sure that she has kept in regular contact with them and their families through calls, texts and video calls. This has helped children to settle back in with her quickly.

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

- The childminder knows children well. She observes children closely to find out what interests them and what they know and can do. The childminder uses this information to plan a curriculum which focuses on what children need to learn next. Children make good progress in their development and learn skills that will help them in the next stage of their learning.
- Children learn to be effective communicators. The childminder places an emphasis on developing children's language. She comments on children's play and extends their vocabulary. For instance, children learn the names of animals and describe them. They remember that zebras have 'stripes' and giraffes have 'long necks'. The childminder makes sure that children sing favourite songs and share stories regularly.
- The childminder plans opportunities to help children to develop their mathematical skills. Children enjoy activities which help them to practise counting, and learn about shapes and size. For example, when children are playing with dough, they count how many 'sausages' they make and compare which ones are longer and shorter.
- Children are motivated to join in activities and show a positive attitude to their learning. They enjoy many creative activities. For instance, children spend a long time engrossed in their play with play dough. They experiment with different

tools and colour, and proudly tell the childminder that they have made 'wiggly worms'.

- The childminder provides activities for children outdoors in the fresh air each day. Children develop their physical skills when they use the large play equipment at the local park. They access the childminder's garden each day. Younger children learn to pedal ride-on cars, while older children practise kicking balls into a net.
- Parents are positive about the service that the childminder provides. They comment that she supports their children well to achieve their goals and that she provides a perfect home-from-home environment. The childminder provides parents with information about their children's care and development. For example, she makes time to speak to parents each day and sends them regular photographs of their children playing.
- The childminder makes sure that all her mandatory training, such as first aid and safeguarding, is kept up to date. However, she has not focused her professional development to help raise the quality of education further.
- Children enjoy nutritious and healthy meals. The childminder encourages children to gain good levels of independence. For example, children learn to wash their hands and use the toilet independently. However, the childminder has not yet considered how she can help children develop their social skills and confidence in larger groups.
- The childminder shares information verbally each day with staff from other settings that children attend. However, she does not share precise information about children's development and what they need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training to update her knowledge about child protection issues. She knows what to do and who to contact if she is worried about a child's welfare. The childminder has improved her understanding about the risks to children from radicalisation and extreme views. Children are cared for in a safe and secure environment. The childminder teaches children to learn how to keep themselves safe. For example, they learn the importance of good hand hygiene.

What does the setting need to do to improve?

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

- focus more precisely on professional development opportunities to raise the quality of teaching and learning to a higher level
- plan opportunities for children to develop their social skills and confidence in larger groups
- share information with staff at other settings that children attend that focus

precisely on children's development and what they need to learn next.

Setting details

Unique reference number	313469
Local authority	Durham
Inspection number	10193740
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	0 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 August 2018

Information about this early years setting

The childminder registered in 1992 and lives in Peterlee, County Durham. She cares for children all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Vincent

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 setting and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education 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 a sample of the childminder's documentation, including evidence of the suitability of those living on the premises and training records.
- The childminder and the inspector carried out a learning walk together. She showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.
- 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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