

# Childminder report

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Inspection date: 13 August 2021

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

## **What is it like to attend this early years setting?**

### **The provision is good**

Children benefit from the warm, safe and secure homely environment that the childminder creates. They arrive happy, greet their friends and are eager to start their day. Although parents do not come into the childminder's home since the COVID-19 (coronavirus) pandemic, they share information during daily discussions and text messages. The childminder works closely together with parents to support children's development. She knows children and their interests well, and plans effectively for their learning. The childminder has developed a curriculum that clearly identifies what children already know and can do, and considers what they need to learn next.

Children have a positive attitude to their learning, and they behave very well. They take part in activities with enthusiasm and with excitement. This is evident as children happily sing 'Old McDonald' and act out the actions of the animals. Children develop a love of books. They listen carefully and attentively as they listen to a story about plastic bottles. Children learn about recycling and how to look after the environment. The assistant carefully weaves in counting as she asks children to count out the number of bottles and identify the large and small bottles in the story. This helps to develop children's mathematical skills.

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

- The childminder and her assistant, generally, support children's communication and language skills well. They provided a commentary when children play and introduce a wide range of new words such as 'gooey' and 'cocoon' to help build on their developing vocabulary. However, occasionally they do not pronounce words correctly. For example, when talking about animals they sometimes use words, such as 'bunny' and 'doggy'.
- Overall, the childminder supports her assistant well. She carries out a thorough induction and shares her policies with her. Furthermore, the childminder ensures that her assistant has a good understanding of safeguarding and that her first-aid certificate is valid. However, the childminder has not considered other ways that she can support her assistant in order to raise the quality of practice to an even higher level.
- Children get plenty of fresh air and exercise and they go on outings on a regular basis. They happily recall their recent picnic in a local nature area and their trips to the local park and the beach. This helps them develop a sense of belonging within the local community. Furthermore, the childminder provides healthy snacks and encourages parents to provide healthy foods for children to eat in her care. This helps children to develop an understanding about keeping healthy.
- The childminder and her assistant provide children with a good range of

opportunities to be physically active, inside and outdoors. Children use scissors to snip grass, and use rolling pins and cutters to make shapes from dough. This helps to support children's physical development.

- The childminder shares information with teachers and other professionals. This helps to support a consistent approach to children's care, learning and development.
- Children develop their independence skills. They manage their personal needs well and learn how to use the toilet independently. Children happily wash their hands, while singing a song. They confidently explain that washing their hands means that all the germs have gone. Children choose their own activities and help to tidy the resources afterwards. Children learn how to put on their own shoes to play outside. Where children need support, the childminder demonstrates how to fasten the buckle. Children are provided with praise and encouragement. This helps to develop children's confidence and self-esteem.
- The childminder and her assistant have high expectations of children's behaviour. They encourage good behaviour and teach children to share, take turns and play cooperatively together. Children are very well behaved. They say please and thank you without any encouragement.
- Partnerships with parents are good. They value how the childminder works with them to support their children's progress. For example, parents report that the childminder is helping to develop their children's language skills and small-muscle skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She attends regular training and keeps her safeguarding knowledge updated. The childminder understands the signs and symptoms that may indicate children are at risk of harm, including from radicalisation. She knows who to contact should she have concerns about children's welfare. The childminder and her assistant are familiar with the procedures for dealing with allegations. The childminder carries out regular risk assessments to minimise risks and keep children safe. She has good procedures in place for managing accidents.

## What does the setting need to do to improve?

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

- develop younger children's language further by modelling correct words and pronunciation
- enhance the support given to the assistant in order to develop her knowledge and skills even further.

## Setting details

<b>Unique reference number</b>	2519779
<b>Local authority</b>	Durham
<b>Inspection number</b>	10202465
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Durham. She operates all year round, Monday to Friday from 7am to 6pm, 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

Julie Campbell

### Inspection activities

- This was the first routine inspection the childminder received since the COVID19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector the areas of her home used for childminding. They discussed the learning environment and how the curriculum is organised.
- The inspector held a number of discussions with the childminder and her assistant. She viewed relevant documentation, including suitability checks, evidence of paediatric first-aid training and public liability insurance.
- The inspector took account of the views of parents through telephone conversations and written feedback.
- The childminder and the inspector observed and evaluated an activity.
- The inspector spoke to children during 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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