

Childminder report

Inspection date: 17 September 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, safe and secure in the childminder's care. The childminder is kind, caring and very responsive to children's individual needs. Children access good resources and equipment in a safe environment. The childminder carefully builds on children's existing knowledge and extends their learning even further. For example, when children are adding wooden numbers onto sticks, she encourages younger children to add 'one more'. As a result, children enjoy their play and develop their counting skills. Children are curious, creative and imaginative. For example, they make potions in the outdoor kitchen, mixing leaves, water and flowers into a large pan. Children eagerly discover what happens as they add more water and stones. The childminder extends children's learning as she models mathematical language, such as 'full' and 'empty'.

The childminder supports children's understanding of diversity and the wider world. Children talk about cultural events, religions and beliefs, including their own. For example, they discuss local events, including the local carnival. In addition, the childminder supports children's understanding of the world around them. They visit the local beach and park, and enjoy growing herbs and sunflowers in the childminder's garden. The childminder provides clear boundaries and expectations. Children behave very well and know what is expected of them.

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

- Overall, the childminder supports children's early language skills well. The childminder consistently responds to children's verbal and non-verbal communication. She sing songs with children, such as 'zoom, zoom, we're going to the moon' and encourages them to do the actions. The childminder allows each child to have a turn to choose their favourite song. This helps children to feel valued. The childminder questions children skilfully. However, occasionally, she does not give children enough time to respond and develop their critical thinking skills.
- Overall, partnerships with parents are good. The childminder gathers valuable information from parents about their children's development when they start at the setting. This forms the basis of good relationships with parents. However, the childminder does not consistently give parents and carers examples of how to further support their children's learning at home.
- The childminder provides children with a healthy diet and a range of opportunities for physically active play, inside and outdoors. She supports children to learn how to take care of themselves effectively and how to keep themselves safe. For example, the childminder teaches children to use scissors safely. Furthermore, she teaches children about road safety. Children confidently discuss that they need to 'look both ways for cars'.

- There are good partnerships with other providers. The childminder has formed good working relationships with the local pre-school. She shares information about children to support continuity of care and learning. This helps to make sure that children's individual needs are met.
- The childminder is flexible in her approach to how she plans and implements activities. She makes good use of what she knows from her assessments of children's development and plans for specific learning intentions for each child. As a result, children are making good progress.
- The childminder is a reflective practitioner. She carefully considers the quality of her teaching and attends courses to further develop her skills. For instance, the childminder has attended a course about nature to support those children who prefer to learn outdoors. Additionally, the childminder regularly meets with other childminders to share ideas and good practice.
- All children behave very well, enjoying the social interaction and opportunities to play together. Older children enjoy helping younger children with tasks. For example, they help children to reach toys and play cooperatively as they roll cars to each other. This helps children to develop good social skills.
- The childminder promotes children's independence well. Children put on their own shoes, access their own activities and go to the toilet by themselves. They follow good hygiene routines and know to wash their hands after they have been to the toilet and before they eat. The childminder consistently praises and encourages children to take pride in their achievements, which helps to build their self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. She has a good understanding of how to protect children from harm. The childminder has attended safeguarding training to keep her knowledge up to date. She recognises when a child is at risk of harm and is aware of who to contact should she need to report her concerns. The childminder knows what to do in the event of an allegation against herself or a family member. She carries out regular risk assessments and children practise fire evacuations with the childminder, so they know what to do in an emergency.

What does the setting need to do to improve?

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

- develop children's thinking skills further by allowing them time to respond to questions
- extend existing strategies to involve all parents in their children's learning.

Setting details

Unique reference number	2535838
Local authority	Durham
Inspection number	10202468
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Seaham. She operates all year round from 8am to 6pm, Monday to Friday. The childminder also provides care on Saturday, Sunday and overnight, when required. She provides funded early education for three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Julie Campbell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- A learning walk was carried out with the inspector and the childminder across 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. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- Discussions were under taken with the childminder and children during the inspection. She took account of parents' views by viewing their written comments.
- The inspector and the childminder evaluated an activity together.

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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