

Childminder report

Inspection date: 28 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 and feel safe and secure in the childminder's care. They are motivated to investigate and learn through play. Children move around the play area with confidence from an early age and select toys they want to play with. Young children carefully place pieces in a jigsaw puzzle. They develop good hand-to-eye coordination as they turn and manipulate the pieces to fit.

The childminder has focused on supporting children's personal, social and emotional development since the COVID-19 (coronavirus) pandemic. This has helped children to settle into the setting and make friends with their peers. The childminder has high expectations of all children in her care. She is a caring and positive role model, who uses a sensitive, consistent and calm approach to managing children's behaviour. As a result, children behave well.

Children enjoy the play and learning opportunities that the childminder plans and provides for them. For example, she introduces puppets and encourages children to sing the corresponding songs. When children pull the spider puppet out of the bag, they sing 'Incy Wincy Spider'. Children squeal with delight as they sing their favourite nursery rhymes. This helps to develop children's language skills.

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

- Overall, the childminder works well with professionals and other settings that children attend. She shares information about children's development when they move on to other settings, such as nursery school. The childminder speaks to settings on a daily basis, to support continuity of care and learning for children. However, the childminder does not swiftly seek guidance to help her support children who need additional help with their speech and language development.
- The childminder enjoys her work. She is reflective of her practice and is keen to further develop the provision. She attends statutory training courses, including paediatric first aid. However, she does not access other professional development opportunities to develop her practice and raise outcomes for children further.
- Children happily lead their own learning and this helps to support their independence. They create imaginary games, such as making cakes for the childminder and the inspector. They add candles and pretend to blow them out. Children can easily access their favourite toys, such as cars and trains, and enjoy racing them on the mat, giggling with pleasure.
- The childminder generally supports children's communication and language skills through a variety of methods. For example, while talking to children, she asks open questions to encourage their language and thinking. The childminder introduces new words, such as 'spiky' and 'prickly', as children investigate shells.

This helps to widen children's vocabulary.

- Children develop their physical skills well. In the garden, children climb the steps and use the slide confidently. They dig in the sand area and fill buckets using large spades. Children benefit from regular trips to the park and go for walks in the local countryside. They develop finger strength and control as they eagerly roll and stretch dough.
- Children are provided with regular opportunities to mix with other groups of children when the childminder takes them to playgroups. This helps children to gain confidence and develop good social skills. Children's behaviour is good, and their self-esteem, confidence and emotional well-being are high.
- Partnerships with parents are good. The childminder gathers vital information from parents about their children's interests and stages of development before they start. She shares ideas with parents about activities that they can do at home with their child. Parents are very happy with the care their children receive. They comment that the childminder is 'professional and caring'.
- Children are beginning to learn about each other's diverse cultural backgrounds and what makes them unique. They talk about cultural events, religions and beliefs, including their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to safeguard the children in her care. She is confident of the procedures to follow should an allegation be made against her or a member of her household. The childminder regularly updates her safeguarding training. This means that she has a good knowledge of what to do if she has concerns about a child in her care. She is aware of the procedures to follow if she has concerns that a child is being exposed to extreme views or behaviours. The childminder carries out daily risk assessments of the indoor and outdoor environment. This ensures that hazards are minimised or removed.

What does the setting need to do to improve?

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

- strengthen links with other professionals to provide the utmost support for children's learning
- identify professional development opportunities to enhance knowledge and practice further.

Setting details

Unique reference number	2515172
Local authority	Durham
Inspection number	10205945
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	2 to 11
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 2019 and lives in Shildon. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for 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 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Parents shared their views of the setting with the inspector through written feedback.
- The inspector and the childminder observed and evaluated an activity.
- 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.

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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