

Childminder report

Inspection date: 8 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children develop high levels of confidence. They show they feel safe and secure in the care of the nurturing childminder. Babies settle quickly and engage well with others. The childminder offers an ambitious curriculum that helps children to develop excellent physical skills. For instance, babies quickly move from sitting to learning to crawl. The childminder offers encouragement and praise as she supports children to develop their skills. Babies explore the vast space available to them. They reach for their favourite toys and for objects that interest them.

Children develop good communication and language skills. They listen and respond to stories and songs. Children use musical instruments and listen to the different sounds they make. Babies show fascination as they press buttons on musical toys which create flashing lights. They laugh and smile as the childminder uses fabrics to play peekaboo games. Babies watch as the childminder talks, before responding with their own babbles. They investigate a wide range of natural and sensory materials and use good hand-to-eye coordination as they learn to stack blocks on top of one another.

Children behave well and work together on chosen tasks. For instance, older children work together to use small building blocks to create structures. This helps to promote children's fine motor development.

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

- The childminder has made improvements to her setting since her previous inspection. She ensures that medication is stored securely and out of the reach of children. Children learn the importance of keeping themselves safe. For instance, the childminder converses with children about road safety during school runs. She talks to children about rules and boundaries. The childminder regularly checks toys and equipment to ensure that they are age- and developmentally appropriate for children who are accessing them.
- Since the COVID-19 (coronavirus) pandemic began, the childminder recognises the areas of development in her provision to help her to maintain and improve her practice. However, she has not yet considered further ways to access precise professional development to help to raise the quality of education further.
- Parents compliment the childminder on the interactions, care and support she gives to children. They develop trusting and valuable relationships with the childminder. The childminder communicates regularly with parents and gathers important information about children. For example, she works closely with parents when children first start to attend the setting, to find out what they know and can already do. This helps her to identify what it is that children need to learn next.

- The childminder promotes healthy lifestyles. Children have opportunities for daily exercise and follow excellent hygiene standards. The childminder creates a social experience for children during mealtimes. She engages in conversation with children and keeps babies entertained. However, at times, the childminder misses opportunities to help children to develop their independence further, including by learning to feed themselves.
- Children benefit from outings to toddler groups held at the local church. They participate in song and rhyme time and have opportunities to socialise with other children. Children participate in creative play activities, including exploring the textures of paint using their feet.
- Older children participate in card games. They engage with others to count how many different symbols they can find on their card. They take turns to reveal cards and identify who can successfully reach the number 21 first. This helps to promote children's mathematical skills.
- The childminder shares information with schools and other early years settings where children attend. She carries out home visits when children first start to attend the setting and works with others to provide continued care for children's learning and development needs.
- Babies show high levels of curiosity as they explore various wooden and metal objects. They smile as they listen to the sounds the objects make as they are banged together. Very young children maintain good levels of concentration and express interest in these activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a wide understanding of child protection issues. She understands her role in promoting safeguarding children. The childminder has clear policies and procedures in place and knows the process to follow in the event of a concern about the welfare of a child. Furthermore, the childminder supervises children well. She is vigilant and demonstrates the knowledge to correctly report allegations against her or a family member. The childminder is aware of the possible indicators of abuse and signs that a child or family may be at risk of being exposed to extreme views.

What does the setting need to do to improve?

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

- identify and target professional development opportunities to help enrich the education that children receive
- build on children's experiences to help improve their independence, particularly during mealtimes.

Setting details

Unique reference number	EY463838
Local authority	Durham
Inspection number	10113674
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 June 2019

Information about this early years setting

The childminder registered in 2013 and lives in Spennymoor, County Durham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two-year-old children.

Information about this inspection

Inspector

Emma Allison

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that the areas children access are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector took account of parents' views through written testimonials.

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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