

Childminder report

Inspection date: 9 December 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 are very happy and settled in the childminder's care. They enjoy their time with her and respond warmly to her and to the welcoming environment. Overall, the childminder identifies what she wants children to learn across all areas of learning and has good expectations for their development. She successfully implements a range of activities. For example, older children enjoy colouring favourite pictures, which gives them the foundation for their early writing skills. Babies have space to develop their physical skills. For instance, they lie on their tummies and reach for toys and pull themselves to standing at available furniture. The childminder interacts with children positively and talks to them throughout their play, to extend their learning.

The childminder does not allow parents to enter the setting due to the COVID-19 pandemic, to keep children safe. However, she shares information with parents when they collect their children and via an online application, to keep them up to date about their children's progress. She offers ways that parents can support their child's learning at home. The childminder has high expectations for children's behaviour. She gives them guidance on sharing resources and how to take account of each other, particularly when babies are present. Children are encouraged to tidy away the toys when they have finished with them. The childminder explains to children that for every action there is a consequence.

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

- The childminder has a good understanding of children's development. She describes their starting points, what they can do now and what she wants them to learn next. Although the childminder completes the progress check for children aged between two and three years, her overall assessment of their development over time is not precise enough to help her identify any delays or gaps in their learning, to precisely inform future teaching. She also does not provide parents with a copy of the progress check, so that they can share it with other professionals involved with their child, such as the health visitor.
- The childminder is a good role model for speaking. She makes sure that her own speaking enables children to hear the correct way to say words. The childminder models the words and repeats back to children things that they say. She tests their pronunciation, for example how to say 'red' correctly. Children learn to communicate very well. The childminder tests their earlier knowledge and understanding. For instance, she asks them what they need to build with the wooden blocks. Children respond that they need a firm foundation.
- The childminder consistently helps children to be independent. For example, she supports them to learn how to manage their self-care and develop awareness of keeping healthy. This results in children being confident and motivated to do

things for themselves. Older children independently use the toilet and wash their hands. The childminder teaches children about the importance of cleaning their teeth. Children understand that if they do not look after their teeth, they will get cavities. They describe which foods are good and bad for their teeth, saying that apples are good and biscuits are bad.

- Children develop knowledge of the world around them. They learn about the local environment. On walks, they talk about what they see, such as the trees, the leaves, the times of the year, how dark it is and how light it is. Children have frequent outings where they learn to mix with others in group settings.
- Children are keen to share their experiences with the childminder and come to her for comfort and reassurance when they need support. They make their own decisions about the resources that they play with and they follow their own interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of her safeguarding responsibilities. She has a good understanding of the signs that may indicate a concern about children's welfare, such as abuse. The childminder knows the procedures to follow to report any concerns of this nature. She is aware that she needs to protect children from the influence of extremist views. The childminder carries out risk assessments to identify and remove any potential hazards to keep children safe in her home. She recognises that her garden is not suitable for children to use at present. She assesses risks and plans other outdoor adventures instead.

What does the setting need to do to improve?

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

- develop the assessments of children's learning and development further so that any delays or gaps in children's development are quickly identified and addressed
- provide parents with a copy of the assessment that is carried out for children between the ages of two and three years, so that they can share it with the health visitor.

Setting details

Unique reference number	EY267910
Local authority	Durham
Inspection number	10148791
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 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	27 February 2020

Information about this early years setting

The childminder registered in 2003 and lives in the Peterlee area of County Durham. She cares for children all year round from 6am to 7pm, Monday to Friday, 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

Lynne Pope

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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