

Childminder report

Inspection date: 11 January 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children develop strong bonds with the childminder, who is patient, calm and kind. They have respectful, caring and warm relationships with her. The childminder and children have fun together and obviously enjoy each other's company. Children are settled, happy and secure. They share books with the childminder and talk about the pictures together. New children, including those children with special educational needs and/or disabilities, settle quickly and are well supported. Children's behaviour is good. They benefit from well-established boundaries and routines. Children enjoy daily fresh air and exercise through daily walks and trips to the local park. They benefit from healthy drinks and snacks, and take part in robust hygiene routines. The childminder talks to children about how healthy food will make them strong.

Children learn from a range of exciting and challenging activities and experiences. The childminder provides good support for children's growing physical skills. Children reach and stretch as they roll tyres in the secure garden and slide, and balance on the equipment outside. Children practise smaller movements as they fill and empty containers of flour and rice. They develop their hand muscles and coordination as they thread beads onto string and knead with play dough.

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

- The childminder implements a curriculum which covers all areas of learning. She has a good understanding of where children are in their learning and what she needs to do to support them next. Children grow rapidly in their independence. They know what they like and dislike, and are willing to try new things and experiment. Children are happy to ask for help when they need it. They are confident to make their own choices and decisions. For example, children choose the toys they would like to play with and the books they want to read. They fetch these and put them away independently.
- The childminder supports children's developing communication and language skills well. She describes to children what they do as they play. The childminder names the toys as children help to tidy them away. She repeats back to children what they have said to show they are understood. The childminder introduces new and interesting words, such as 'overflowing' and 'aubergine', as she pretends to bake with the children in the toy kitchen. She uses descriptive words, such as 'spiky, squishy and squeak' when children play to help them extend their vocabularies.
- The childminder encourages children to take on simple responsibilities as part of the daily routine. For example, children help to take care of their play space as they tidy toys away and wipe the table ready for mealtimes. The childminder supports children to wash their own hands before meals. Children put on their

coats and boots themselves as they go out to play.

- The childminder plans well for children's mathematical development. Her interactions are timely and sensitive. The childminder talks to children about the colours of the scoops they use, and counts with them how many they need. Children focus and engage in their play as they explore space, shape and measure. For example, they roll stones and fir cones down the slide and see how fast they go.
- Parents speak highly of the childminder and praise the service that she provides. They praise the systems of communication in place at the setting. The childminder works closely with parents and partnerships are strong. For example, she helps parents to support their children with toilet training and to reduce their children's use of dummies. The childminder works well with schools and other partner professionals to help to develop support for children that is effective and consistent.
- The childminder attends training to keep herself up to date. She recognises the benefits of extending her professional development to enhance her knowledge and the quality of the setting even further. The childminder is dedicated about her work. She reflects well on the experiences for children and gathers the views of parents, such as through questionnaires. The childminder uses this information to inform future planning and continuously improve the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is safe and secure. She is a good role model with a strong awareness of how to keep children safe. For example, the childminder encourages children to throw balls outside, rather than inside. She encourages children not to put objects in their mouths and to be careful not to slip. The childminder has a strong awareness of what might concern her about a child. She knows the procedures she needs to follow to keep children safe. The childminder keeps her knowledge of safeguarding up to date. She has a good knowledge of broader safeguarding issues and their relevance to the setting.

What does the setting need to do to improve?

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

- continue with professional development to raise the quality of the provision to an even higher level.

Setting details

Unique reference number	EY466075
Local authority	Durham
Inspection number	10216889
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2013 and lives in Spennymoor. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She took into account the views of a number of parents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022