

# Childminder report

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Inspection date: 11 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder and her assistant are very caring and provide a wonderfully nurturing and relaxed environment for the children. Children's smiles show they are happy. Children thoroughly enjoy the activities created for them and engage with high levels of enthusiasm. They are highly independent, and the childminder supports this well. For example, there is a variety of interesting, age-appropriate toys and equipment, which children keenly explore. Children beam with delight as they sing songs, dance and follow along with the actions. Their behaviour is excellent. They use manners, wait their turn and share when they want the same toys. Children talk about their feelings and emotions and confidently describe what makes them feel sad.

Babies relish the freedom to crawl about and investigate. The assistant intuitively holds their hands, so that they can stand and see what is going on around them from a different perspective. Older children engage in long periods of imaginative play. They work together to link the train tracks making sure that it joins up to create a circle. Children receive an abundance of encouragement and praise for their efforts, which helps to boost their growing self-esteem. Through the COVID-19 pandemic, the childminder found safe ways to stay in touch with children and families. They shared electronic messages and created interactive fun videos. This enabled children to stay familiar with the childminder and each other.

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

- The childminder has a clear intent for her curriculum. She uses accurate assessment and careful planning to ensure that she meets the individual needs of all children. However, on occasions, learning and knowledge are not always revisited. This means what children know already is not always stretched and revisited. That said, the childminder addresses any gaps in children's learning promptly and they close quickly.
- Children's communication and language development is well supported. The childminder reads familiar stories with children. She makes these animated and interactive, which encourages children to join in with actions and repeated refrains. She also makes good use of songs and rhymes. Children confidently pull out objects from a bag and link the object with a familiar song.
- Children make excellent progress in their personal, social and emotional development. The childminder is sensitive to children's feelings and provides them with a home-from-home environment. The childminder gathers detailed information from parents about children's routines and capabilities on entry. She uses this information to help children to make a smooth transfer into her setting.
- The childminder extends children's experiences by providing opportunities that they may not get elsewhere. For example, caring for the lambs, and planting

and nurturing their own produce, which they use to make meals, such as soup. The childminder describes the 'incubator' that is keeping the hen eggs warm until they hatch. These early experiences help children learn about the world around them.

- The childminder places strong emphasis on helping to prepare children for early writing. She provides children with the sequential skills that they need to be ready for holding pens, pencils and paint brushes. For example, children enthusiastically participate in finger exercises using play dough, which help to strengthen their finger muscles.
- The childminder is skilled at extending children's interests in language and literacy. Children demonstrate a love of books, as they eagerly select one for the childminder to read. They become engrossed, as they listen with intent to the childminder as she reads them a story. She is skilled in introducing new words, such as 'author' and 'illustrator', and explains to children what the words mean. This helps children to understand and extend their vocabulary skills.
- The childminder is a good role model for her assistant, and they share the same high-quality ambition for children. She provides on-the-job training and support, to ensure they work together seamlessly. They carefully evaluate their provision, making improvements and adjustments. Training is prioritised to ensure that their knowledge and skills are kept up to date.
- The childminder communicates regularly with parents about children's progress and offers ideas to extend their learning at home. Parents comment about the high quality of care and the progress their children have made during their time with the childminder. They feel they can trust her completely with the care and development of their children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge and understanding of safeguarding and their role and responsibilities in keeping children safe. They are aware of the possible signs and symptoms of abuse and know how to correctly report concerns about children's welfare. Thorough risk assessments on her home are carried out. She is constantly mindful of babies' and young children's safety. She monitors and supports them closely, while also ensuring they have the freedom to explore independently and develop their confidence and skills.

## What does the setting need to do to improve?

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

- build further on what children know, to embed new concepts in their learning.

## Setting details

<b>Unique reference number</b>	EY491641
<b>Local authority</b>	Durham
<b>Inspection number</b>	10220883
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	9
<b>Number of children on roll</b>	38
<b>Date of previous inspection</b>	20 September 2016

## Information about this early years setting

The childminder registered in 2015 and lives in Great Lumley, in Chester le Street. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and also a BA (Honours) Degree in Education Studies. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Janet Fairhurst

### 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 childminder and has taken that into account in her evaluation of the provision.
- The childminder explained her curriculum for children to the inspector, and the inspector viewed the areas used for childcare.
- The inspector observed the quality of interactions between the childminder, the assistants and the children and evaluated the impact that these had on children's learning and development.
- The childminder and the inspector carried out a joint observation.
- The inspector took account of parents' views from the written feedback provided.
- The inspector reviewed essential documentation, including the childminder's and the assistants' paediatric first-aid certificates.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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