

Childminder report

Inspection date: 25 March 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend with the caring childminder and her assistant. They are safe, secure and thrive in their care. The passionate childminder has a home-from-home environment with children's interests at the centre of all that she does. She has high expectations of children's behaviour. Children learn to share and take turns as they follow the childminder's excellent role modelling. For example, she supports them to play 'doodle bugs.' Children use their observational skills as they take turns to match colours and pictures. This helps to develop children's social skills.

Children explore the setting with confidence and curiosity. The environment is well organised to enable them to make independent choices in their play. Babies actively explore and investigate and learn how things work. They roll wooden balls through cardboard tubes and laugh and clap as the balls roll across the floor. Babies crawl as they move between resources and pull themselves to stand on furniture. This helps to develop their core strength. Children show positive attitudes to learning. Older children have opportunities to support their physical skills. They turn wooden screws and slot keys into padlocks. Furthermore, they complete inset puzzles and begin to form letters and numbers on paper. This helps to develop children's early writing skills.

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

- The childminder and her assistant provide children with a language-rich environment. They model new vocabulary that helps children to learn new words. For example, the childminder introduces 'octopus' and 'lobster'. The childminder speaks clearly and repeats words back to children so that they can hear the correct pronunciation. This helps to support children's language development.
- Opportunities for literacy are well supported. Children have opportunities to look at books with the childminder and independently. The childminder reads 'Stick man'. She has excellent intonation and excitement in her voice as she reads. Children listen with good attention to the story. They anticipate what is going to happen and say the words of familiar stories. Furthermore, children readily access books which contain photographs of their families. This helps children to feel secure.
- The childminder provides healthy and nutritious food for children. She helps children to understand about the benefits of eating healthy food. Children are physically active. They develop their large physical skills as they spend time in the childminder's well-resourced garden. Additionally, the childminder talks to children about the importance of hygiene. Children sing, 'we wash our dirty hands' to ensure they clean their hands for the correct amount of time.

- The childminder knows the children very well. She uses regular observations and assessments to plan her curriculum. She has a clear intent for what she wants children to learn. However, occasionally, the implementation does not always achieve the desired outcomes. This means that, sometimes, individual children may not receive the appropriate level of challenge to enhance their learning.
- The ambitious childminder reflects on her provision closely, and is keen to continually improve her practice. She completes regular training, research and shares ideas with her assistant. The childminder supports her assistant very well. They hold regular meetings to consider training and development opportunities from which the assistant can benefit. This has a positive impact on the quality of care and learning she provides.
- Partnerships with parents are a real strength of the setting. The childminder regularly shares information with them about their child's learning and development, and the activities they have enjoyed. Parents' written comments demonstrate that they are particularly happy with the 'homely environment' and the excellent communication from the childminder.
- Children behave extremely well. They receive lots of praise and encouragement from the childminder and her assistant, which helps to develop their confidence and boost their self-esteem.
- Children enjoy a wide range of trips and outings to places of interest in their local community. For example, they go to nearby woodlands, and parks, where they explore, investigate and discover ducks and swans. Children travel on the bus and the train. They attend the local library, beach and role-play centre. This helps children to develop a greater understanding of the community around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of how to recognise the signs of abuse. They know the relevant agencies to contact if they have concerns about children's welfare. The childminder understands the procedures to follow if an allegation of abuse is made against herself, her assistant or a member of the family. She regularly updates her safeguarding policy to make sure that she has the correct contact information. The childminder and assistant undertake training to keep their knowledge up to date. The childminder carries out regular risk assessments to make sure her home is a safe environment for children.

What does the setting need to do to improve?

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

- focus more closely on all of the available opportunities within activities to challenge and extend children's learning even further.

Setting details

Unique reference number	EY444480
Local authority	Darlington
Inspection number	10220330
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
Total number of places	12
Number of children on roll	21
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in School Aycliffe. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Julie Campbell

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector viewed written feedback from parents.
- Children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation, such as evidence of the childminder and assistant's suitability to work with children.

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