

Childminder report

Inspection date: 31 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children feel happy safe and secure with the caring childminder. They independently access activities from the well-resourced environment. Older children play imaginatively in the role-play area. They are keen to invite the childminder into their play. Children select pots and pans and cook pasta and noodles for the childminder. Children's behaviour is good. They are kind and considerate of each other. Children show a good understanding of the routines of the setting. They help to set the table for lunch and pour their own drinks. The childminder provides praise and encouragement. This helps to boost children's self-esteem and confidence.

Children develop positive attitudes to learning. They concentrate well and show high levels of perseverance. Children are keen to explore and show curiosity when introduced to new textures and materials. For example, they investigate cereal, soil and flowers as part of a planting activity. Children have regular opportunities to promote their physical skills. The childminder takes them to local parks and woods where they explore the environment. They put on their wellington boots and investigate the snow in the childminder's garden. Babies pull themselves to stand on furniture and climbing equipment. This helps to develop children's balance and coordination.

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

- The childminder supports children's communication skills well. Children hear a wide range of vocabulary. The childminder provides a running commentary while children play. She also asks children questions that encourage them to think and develop their ideas. For example, when the childminder reads 'Tiny Perfect Things' she questions the children, asking, 'How do we make shadows?'. This helps children to develop their critical-thinking skills.
- Partnerships with parents are positive. The childminder gathers detailed information about children prior to them starting at her setting. This includes gathering information about what knowledge and skills children already have. The childminder shares children's learning and development with parents. She regularly shares ideas and suggestions of activities that parents can carry out. This helps to support children's learning at home. Parents are very complimentary of the childminder.
- The quality of teaching is good. The childminder has a good understanding of how young children learn. Overall, children benefit from a wide range of purposeful and exciting activities. For instance, children investigate dough and make marks with pens and chalks. However, large group activities are not always planned well enough to meet the needs of all children involved. For example, during story time, babies are not able to sit and listen to the story. As

a result, they become a little frustrated and move away.

- The childminder provides children with healthy snacks, such as fresh fruit and vegetables, which they enjoy. Children manage their self-care needs competently. They can confidently explain that they need to wash their hands to 'wash away the germs'. As a result, children know the importance of having clean hands. The childminder fosters children's independence well. Children try to do things for themselves. For example, older children find their own coats and help to sweep up. Babies use a drinking cup without support.
- The childminder is calm and supportive. She watches children closely and is quick to manage any challenging behaviours. Children listen well and understand how to behave in the setting. As a result, children's behaviour is positive.
- Generally, the childminder helps to develop children's early mathematical skills. Children learn to use correct mathematical language, such as 'bigger' and 'smaller', as they compare items. However, the childminder occasionally misses opportunities for children to develop their understanding of numbers and counting.
- The experienced childminder is very passionate and dedicated. She regularly reflects with the assistant on what they do well and what they could do to improve. The childminder has regular supervision meetings with the assistant to provide support. She keeps up to date with mandatory training such as first aid. However, the childminder has not recently completed any training which would further improve the quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children. She is aware of the signs and symptoms that might indicate a child is at risk of harm. The childminder attends regular safeguarding training to keep her knowledge up to date. She is aware of who to contact if she has concerns about children's welfare. The childminder has a good understanding of the 'Prevent' duty, female genital mutilation and county lines. Furthermore, the childminder has a good understanding of the procedure to follow should an allegation be made against herself, her assistant or a family member.

What does the setting need to do to improve?

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

- organise group times more effectively so that activities and resources are developmentally appropriate to allow younger children to be fully engaged in their learning
- provide greater opportunities to enable children to gain an understanding of numbers and counting

- focus on professional development opportunities to raise the quality of the already good practice to an even higher level.

Setting details

Unique reference number	EY452454
Local authority	Durham
Inspection number	10229631
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 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	4 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in 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 education for two-, three- and four-year-old children. The childminder holds a qualification at level 6. She works with an assistant.

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.
- Children spoke to the inspector during the inspection.
- 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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