

Childminder report

Inspection date: 28 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 are very happy and settled throughout the day. They can make independent choices from a wide range of accessible resources. Children benefit from a curriculum that encourages children to learn to do things for themselves. They develop confidence and know that support is always there if needed. Children learn to respect their environment. For instance, they independently put toys away before moving on to the next activity. When they get stuck during their play they ask for help. For example, children ask the childminder for support when they struggle to put tubes back into a container. She carefully offers encouragement until children achieve the task themselves. This helps to promote children's self-esteem.

Children show that they feel safe and secure. For example, they drift off to sleep calmly and peacefully in cosy spaces that the childminder has created. Children's individual needs are met. Teaching is skilfully adapted to each child's stage of development. This helps children to make good progress in their learning. The behaviour of children is excellent. They learn to share and take turns. They say to each other 'here, you have one' as they share trucks in an activity tray.

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

- The childminder skilfully uses questions and comments. This gives children the opportunity to improve their thinking skills and develop new language. For example, when playing with cars on a track, the childminder asks, 'How are they going to move?'. Children reply 'this way and that way', using hand gestures to show the movement. The childminder replies 'ah, backwards and forwards'.
- Children develop a love of reading through the opportunities created. They go to the library, choose their own books and take them home to share with parents. They listen to familiar stories read to them and join in excitedly with repeated phrases. They take books to the allotment and use them to find out more about the insects they find.
- Children hear mathematical language throughout the day and use this independently in their play. They hear and use language of shape, size, colour, position and quantity of objects. For example, during a bug hunt, children are encouraged to 'look for four spiders and put them on top of the bamboo'. They then talk about the size of the worms they find, saying 'this one is tiny and this one is big'.
- The childminder is very effective in knowing when to step in to support children in their play. She knows when to challenge them, when to step back, and when to allow them to learn for themselves. This means that from an early age children have the opportunity to develop skills to support their future learning. For example, they are keen to have a go and they keep on trying when

something does not work. They celebrate success when they achieve their goal, and are proud of their achievements.

- Parents speak very highly about the childminder and the experiences children have. Their child's stage of development is shared with them, and they know what they need to learn next. They comment on the wide range of visits children experience and the opportunities children have to be physically active in their play. For example, they go to the park for picnics, a local wildfowl park, the allotment and library.
- The childminder has undertaken some training as professional development is important to her. This has enabled her to make some changes to the provision. However, to strengthen the curriculum, she needs to identify specific areas for improvement, particularly in relation to extending children's communication and language development and enhancing their understanding of the spoken word.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She is aware of the potential signs of abuse. She is familiar with safeguarding concerns that may affect children and their families, including county lines and signs that may indicate children or families are at risk of being exposed to extreme views or behaviours. She knows how to report any concerns to the appropriate agencies. The childminder talks to children about ways to keep themselves safe and how to manage their own risks. For instance, she explains how to safely cut up a banana using a knife. Children learn to hold the banana with one hand so it does not move.

What does the setting need to do to improve?

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

- strengthen self-evaluation to implement a more focused programme of professional development and enrich the good teaching and learning further.

Setting details

Unique reference number	EY455882
Local authority	Durham
Inspection number	10229645
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	2 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 October 2016

Information about this early years setting

The childminder registered in 2012 and lives in South Hetton. She operates her service all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lianne Dixon

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 her evaluation of the provision.
- The inspector completed a learning walk with the childminder through all areas of the premises used by the children to establish how the early years provision and educational programmes are organised.
- The inspector observed teaching and interactions between the childminder and children.
- Parents shared their views through written feedback. The inspector took these views into account.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector looked at relevant documentation, including paediatric first-aid qualifications and the suitability of members of the household.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.

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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