

Childminder report

Inspection date: 5 April 2022

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| 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 enter the setting happy and excited to be there. The childminder is warm, kind and caring and strives to provide a home-from-home environment. Children confidently select their own resources and show a can-do attitude when attempting tasks. For example, children identify numbers and shapes on a number mat. The persevere as they try to fit the numbers into the correct holes. Children clap and cheer as they fit the pieces together.

The childminder has very high expectations for children's behaviour. Children show this through their positive behaviour. They share toys and take turns well during play. For example, children know to wait until it is their turn to fit in a piece of a butterfly inset puzzle. Children demonstrate good manners. For example, they say 'please' and 'thank you'. They are respectful of their environment as they help to tidy toys away when they have finished playing with them.

Children love singing and dancing. They ask for their favourite songs over and over and encourage the childminder to dance with them. Children listen extremely well as they follow the instructions to 'sleeping bunnies'. They laugh with delight as they hop and run around the room. This helps to develop their large-muscle skills and coordination.

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

- The childminder ensures that children have plenty of opportunities to count and recognise colours, numbers and shapes as they play. She skilfully reinforces this learning through everyday activities that capture children's interest, such as drawing shapes and sorting fruit in the role-play area. As a result, children are developing an understanding of mathematical language.
- Children's communication and language development is strongly supported by the childminder. She models language by speaking clearly and providing a running commentary as children play. The childminder asks questions to support children's listening and thinking skills. This helps to develop children's speech and language skills well.
- The childminder gives good recognition to children and their backgrounds. She provides a range of activities and resources which celebrates similarities and differences. The childminder provides plenty of opportunities for children to learn about the world around them. They visit local parks and forests and the local cathedral. This helps children to learn about others in the community and the wider world.
- Children learn to make healthy choices. The childminder works with parents to ensure that children's packed lunches are healthy and well balanced. Children know the routines well and know to wash their hands before lunch. The

childminder teaches children to be independent from an early age. For example, children are gently encouraged to take off their shoes and place them in their allocated box. This helps to develop their self-care and independence skills.

- The childminder is gentle and nurturing in her approach. She models good manners and reminds the children to say 'please' and 'thank you'. Children are consistently helped to understand the boundaries in the setting, such as sitting down when eating. The childminder encourages children to be kind to each other. In turn, children are very caring towards their friends. Children receive praise and encouragement. This helps to develop their self-esteem.
- The childminder regularly shares updates of children's learning and development with parents. This includes sharing information about any gaps in children's learning. However, the childminder has not fully considered how she can share information about children's learning with other settings that children attend.
- The ambitious childminder is very reflective. She meets regularly with her assistant to consider the curriculum that they provide. She attends a range of training to support her role. Recent training helped the childminder to identify more opportunities to support children's learning through play.
- Parents are very complimentary of the childminder. They value the care their children receive. Thorough induction sessions ensure the childminder gets to know the whole family. Parents say that they are 'thoroughly impressed' and that their children's social skills have significantly developed since starting with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in protecting children. She completes regular training to keep her knowledge up to date. The childminder knows what to do in the event of an allegation being made against herself or her assistant. Furthermore, the childminder demonstrates a secure understanding of signs and symptoms of abuse. She understands how to refer concerns to the appropriate agencies. The childminder is aware of her responsibilities with regard to the 'Prevent' duty and county lines. The childminder carries out risk assessments of the premises, which ensures that children are cared for in a safe and secure environment.

What does the setting need to do to improve?

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

- strengthen partnerships with other settings that children attend, to provide a consistent approach to supporting children's learning and development.

Setting details

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| Unique reference number | EY482243 |
| Local authority | Durham |
| Inspection number | 10229706 |
| 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 10 |
| Total number of places | 9 |
| Number of children on roll | 13 |
| Date of previous inspection | 17 January 2017 |

Information about this early years setting

The childminder registered in 2014 and lives in Belmont in Durham. She operates all year round from 7.30am to 6pm, Monday to Friday and occasional weekends from 8am-5pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder occasionally 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.
- Parents shared their views of the setting with the inspector through written feedback.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of suitability of the childminder and her assistant, training for the childminder and her assistant and some of the policies.

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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