

# Childminder report

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Inspection date: 20 April 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>Good</b>
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Personal development	<b>Good</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**

Children are happy, safe and confident with the childminder. She is caring and compassionate and has created a home-from-home environment for the children in her care. Children independently access a wide range of toys and resources. The childminder supports their independence and encourages them to complete small tasks independently. For example, children find their own shoes as they get ready to play in the outdoor environment. The childminder has high expectations for all children. Children explain the rules of the setting. For example, older children remind younger children to walk when inside. Children are kind and respectful of each other. The childminder provides plenty of encouragement, helping to raise children's confidence and self-esteem.

Children benefit from a curriculum that is interesting and exciting. For example, children listen to the childminder read 'The Very Hungry Caterpillar'. The childminder offers children the opportunity to predict what happens next in the story. This helps to develop their language skills. Furthermore, children excitedly investigate spaghetti looking for items from the story. They use tongs and forks and successfully find items. Children confidently discuss which foods are healthy and unhealthy. This helps children to develop their small-muscle skills and develop an understanding of healthy food choices.

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

- The childminder has a good understanding of the early years foundation stage. She uses observations and assessments to plan an ambitious curriculum. She identifies appropriate next steps for children. The childminder ensures that children's interests are woven into the activities she provides. This supports children to make good progress.
- Children have access to a wide range of outdoor activities. They have regular access to outdoor play in the childminder's well-resourced garden. The childminder takes children to visit local parks, where they enjoy fresh air and exercise. She provides children with healthy and well-balanced meals and snacks. This means that children are developing an understanding of healthy lifestyles.
- The childminder is a reflective, dedicated practitioner. She keeps her knowledge up to date through regular training. The childminder uses her training effectively to support her to make changes to her practice. For example, recent training has supported the childminder to consider her environment and the resources she provides.
- Parents are very positive about the childminder and the service she provides. They feel well informed about their children's learning and development. In addition, parents comment that the childminder was very supportive when

children returned to the setting after the COVID-19 pandemic.

- Overall, the childminder teaches children good early mathematical skills. For example, children learn about size as they move trains around a wooden track. Furthermore, the childminder uses positional language as she encourages children to place the trains 'behind' and 'in front' of each other. However, occasionally, the childminder misses opportunities to extend children's understanding of numbers and counting.
- Children show high levels of engagement and enjoyment in their play. They behave well and are keen to share and take turns. Children are supported to understand different emotions. For example, the childminder acknowledges how children feel when another child moves their toy. This helps to support children's emotional development.
- Generally, the childminder has a good relationship with other professionals. She works closely with local schools. However, the childminder has not yet developed relationships with some settings that children attend. This means that children's care and learning information is not always shared effectively.
- Children develop a love of reading. They freely access books from the wide selection available to them. They readily choose books to read with the childminder or look at independently. Children learn about dental hygiene through looking at books. The childminder introduces words such as 'plaque' and explains the benefits of oral hygiene. In addition, older children sit with their younger peers and read to them. This helps to develop children's early literacy skills.
- The childminder supports children's creative development well. For instance, children enjoyed making butterfly pictures. They used a variety of colours, corks and glitter to design their individual butterflies.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to identify any children who might be at risk of harm. She knows the signs and symptoms that would indicate concerns that a child is at risk of harm. The childminder has clear procedures for reporting any such concerns. The childminder knows the procedure to follow if an allegation was made against her or a member of the household. The childminder is aware of the 'Prevent' duty and county lines. She updates her knowledge of local child protection issues by attending regular training. The childminder carries out risk assessments of her home, garden and outings that children go on.

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

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

- provide frequent and varied opportunities to enable children to gain an

understanding of numbers and counting

- develop relationships with other settings that children attend, to provide continuity of care and learning.

## Setting details

<b>Unique reference number</b>	550106
<b>Local authority</b>	Durham
<b>Inspection number</b>	10229456
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	31 October 2016

## Information about this early years setting

The childminder registered in 2001. She lives in Chester-le-Street. The provision operates Monday to Friday from 7am to 5pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

## 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.
- A joint observation was held with the childminder.
- Children spoke to the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views with the inspector through written feedback.

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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