

# Childminder report

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Inspection date: 17 May 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 and settled in the childminder's welcoming home. They thoroughly enjoy the time they spend with the caring and nurturing childminder. Children make independent choices about which activities and resources they want to access. Toddlers choose their favourite stories and sit cuddled up on the childminder's knee. Older children select their favourite vehicles. They count to three with support from the childminder as they push them down a ramp.

Children are motivated learners. They eagerly choose from a range of experiences, that the childminder provides to extend their learning. Children concentrate as they carefully scoop sand into buckets. They show curiosity when they see what happens as they mix sand and water together. Children enjoy wonderful outings around the local area with the childminder. They spend time in her spacious garden, where they enjoy activities, such as planting sunflowers. Children carefully observe blackbirds nesting in the childminder's garden. The childminder explains the life cycle of birds in an age-appropriate way. This helps children to develop an understanding of nature and the world around them.

The childminder is a very good role model. She has high expectations of children's behaviour. The childminder consistently supports children to be kind and considerate towards each other. Children are safe and secure in her care.

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

- The childminder has a good understanding of how children learn and develop. She plans her curriculum effectively to promote all areas of children's learning. The childminder knows the children in her care extremely well and takes account of their individual learning needs when planning activities. She consistently builds on what children already know and can do. This helps children to make the best possible progress.
- Children develop a love of books and stories. They enjoy looking at books independently and with the childminder. The childminder reads clearly and with good expression. Children demonstrate positive attitudes to their learning. They spend a significant amount of time listening to their favourite stories. This helps children to develop good listening and speaking skills.
- Young children know where to find their hats and shoes, and attempt to put them on. They select their own equipment and resources from the childminder's well-resourced environment. The childminder plays a tidy-up song and children instinctively know that it is tidy-up time, and quickly help. This helps children to develop a sense of belonging and promotes their independence skills.
- Overall, the childminder supports children's language development very well. She speaks clearly and models the correct pronunciation of words. The

childminder repeats words and narrates as children play. However, occasionally, the childminder asks questions and does not allow children enough time to respond.

- Children's behaviour is good. When children need support to regulate their behaviour, the childminder is quick to provide gentle reminders about what type of behaviour is expected. Children receive lots of praise and encouragement from the childminder, which helps to develop their confidence and boost their self-esteem.
- Partnerships with parents are positive. Parents are very complimentary about the childminder and the care that she provides. They welcome the effective communication, such as daily messages to share information about activities and how they can further support their children's learning at home.
- The childminder regularly reflects on her provision and is keen to continually improve her practice. She completes regular training and shares ideas with her assistants. The childminder supports her assistants well. They consider relevant training and development opportunities from which they can benefit. For example, the childminder and her assistants have recently attended a course to help them integrate mathematics into children's play. This has a positive impact on the quality of care and learning provided.
- The childminder helps children to understand about the benefits of eating healthy food. She provides a nutritious and well-balanced menu. Children are physically active. They visit local parks and walk to school daily. Additionally, the childminder takes children to role-play centres and playgroups. This helps to develop children's physical skills and confidence.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in keeping children safe. She is aware of the signs and symptoms that may indicate that a child is at risk of harm. The childminder understands the procedures to follow, should an allegation be made against herself, a family member or one of her assistants. The childminder and assistants attend regular safeguarding training to keep their knowledge up to date. She is aware of the 'Prevent' duty and county lines. The childminder provides a safe and suitable home. She has thorough risk assessments and considers how to reduce risks when on outings with the children.

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

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

- give children plenty of time to respond to questions, and promote their thinking and language skills even more effectively.

## Setting details

<b>Unique reference number</b>	EY433504
<b>Local authority</b>	Durham
<b>Inspection number</b>	10229582
<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 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	13 February 2017

## Information about this early years setting

The childminder registered in 2011 and lives in Lanchester, County Durham. She operates all year round from 7.30am to 4.45pm, Monday to Thursday, and from 7.30am to 4.15pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with assistants. She 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 carried out a joint observation of an activity with the childminder.
- Parents shared their views through written feedback.
- Children communicated with the inspector throughout the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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