

# Childminder report

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Inspection date:

11 May 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this inclusive, caring and well-organised setting. The strong, nurturing attachments that the children have built with the childminder and each other demonstrate that they feel safe and secure. Children's self-confidence and emotional well-being are boosted because of these positive relationships. Children are extremely well behaved. From an early age, they are supported to learn how to manage conflict with others. Children work kindly alongside each other. For example, older children thoughtfully offer help to younger children when they come across difficulties when trying to scoop gravel into a bucket. The childminder is an excellent role model. She provides children with reassurance, encouragement and support to manage their relationships positively.

Children enthusiastically participate in the exciting activities offered. They are curious and motivated learners. For example, children are excited to independently use the scissors to cut leaves from card to make a beanstalk for 'Jack' to climb. The childminder offers suitable support to the youngest learners and encourages children to delight in learning new skills. The highly tailored curriculum captures the children's interest and, as a result, they become completely absorbed in learning.

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

- The childminder's curriculum is extremely well planned. She has high expectations for all children and customises her ambitious curriculum to cater for each child's specific needs. For example, children of all ages are engaged in a planting activity which links to their current interests. Children who are due to transition to school are engaged in developing their mathematical skills as they measure out how much soil they will need to fill their plant pot. They also use non-fiction books to learn new vocabulary about the parts of a plant. Younger children focus on developing their ability to use tools effectively and learn new words.
- Through the well-thought-out curriculum and a dedicated approach, children's health, well-being and independence are exceptionally well supported by the childminder. Children fully comprehend the importance of hygiene routines, such as handwashing. There are many opportunities for children to enjoy healthy, nutritious meals and snacks, including trying new foods and foods from other cultures. The children have opportunities to prepare food themselves, using knives to cut their own fruit at snack time. These opportunities enable them to develop an understanding of healthy choices and self-care.
- The childminder is highly committed to enhancing and improving her practice. She carefully identifies the emerging needs of the children and attends training to enable her to fully support them. For example, she has completed training to support children's emerging speech and language skills. She monitors the impact

this has on their development and, as a result, children make rapid progress.

- Accurate observations and assessments are utilised by the childminder to identify children's next steps in learning. The childminder's exceptional relationships with parents and well-designed curriculum ensure that all children make the best possible progress from their starting points.
- Partnerships with parents are extremely strong. The childminder provides high-quality advice to parents to enable them to support learning effectively at home. Parents have a clear understanding of what children are learning and receive regular updates. The childminder supports parents who have children with special educational needs and/or disabilities to access other services and develop strategies to best support their child. Parents enthuse about how satisfied they are with the care and warmth the children receive. One parent referred to the childminder as their 'fairy godmother'.
- The childminder uses books as a superb learning resource; they are an integral part of the curriculum. Children show a love for books and develop favourites that they enjoy sharing with the childminder and other children. Older children learn that print conveys meaning and is read from left to right. They recall repetitive story language and make predictions about what might happen next. Younger children enjoy listening to stories and developing their communication and language skills. As a result, children establish excellent early reading skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder places great importance on safety and safeguarding. She recognises the significance of her responsibility in ensuring the safety of children. The childminder has stringent safeguarding policies and procedures in place and is aware of what to do if she has any concerns regarding a child's safety. Children learn how to protect themselves. For example, at snack time, the childminder teaches children how to safely use knives to cut up fruit. The childminder carries out robust risk assessments of the setting and the resources to ensure that children are always kept safe and secure.

## Setting details

<b>Unique reference number</b>	EY331458
<b>Local authority</b>	Durham
<b>Inspection number</b>	10229514
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	2 December 2016

## Information about this early years setting

The childminder registered in 2003 and lives in Stanley, County Durham. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Ruth Williamson

## 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 their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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