

# Childminder report

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Inspection date:

24 May 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children demonstrate that they feel happy, settled and safe in the home-from-home environment. The childminder is kind and caring towards children. Babies and children confidently approach her for cuddles and reassurance. Strong bonds with the childminder help to promote children's well-being. The childminder provides clear expectations for children's behaviour. Children behave well and use good manners, saying 'please' and 'thank you'. They learn to share and take turns.

Children play outdoors daily and benefit from fresh air and exercise. They follow good hygiene procedures and practise their independence. One example of this is when young children are getting ready to play outside. They find their own shoes and jackets, and put these on with help from the childminder.

Children enjoy rhymes and songs during their activities. This helps to develop their communication and language skills. For example, children listen to the childminder singing about ducks while they are playing with water. Babies delightedly dance to the tune. However, the childminder does not implement all areas of learning well enough to meet children's individual learning needs. For instance, the childminder provides children with a very narrow range of books or other printed materials. She does not regularly read to children or tell them stories during daily routines. While at the childminder's home, children have few opportunities find out from books about things that interest them. This has an impact on the development of their early literacy skills.

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

- Overall, the childminder knows the children in her care and recognises where they are in their learning. She works with parents to support a consistent approach to children's care, such as when toilet training. The childminder gathers information from parents from the start about children's needs, likes and dislikes. She uses what she knows to help children to settle quickly.
- During activities, the childminder provides a commentary on children's play, which helps them to develop some listening skills and learn new words. The childminder asks plenty of questions. However, she does not consistently give children time to think and answer these with their own ideas.
- Children explore their local community when they go on walks, such as to the local park, shops or school. They talk with the childminder about the creatures and plants that they see. This helps children to find out about the world around them. Children learn about the similarities and differences between themselves and others during these outings.
- Partnerships with parents are good. Parents say that their children love spending time at the childminder's home. They value the opportunities which their

children have to socialise with each other. The childminder regularly exchanges ongoing information with parents about their children's experiences, routines and achievements.

- The childminder is a good role model. She offers praise and encouragement for children's efforts. This helps them to keep trying and succeed at tasks. For instance, children concentrate well when attempting to catch model fish from the water tray. They develop their physical skills as they hook the fish onto the rod. Babies practise their walking and persist in working out how to get up and down steps.
- Children enjoy learning outdoors, such as when they fill and empty cups and pour water into larger containers. The childminder introduces mathematical language and ideas into children's play. For example, she shows children 'big' and 'little' containers and helps them to count ducks.
- The childminder is keen to provide a setting for children to learn while having fun. She seeks support for herself from other professionals on occasion. The childminder knows how to get help for children with special educational needs and/or other disabilities. However, she does not yet specifically identify professional development that enhances her teaching skills to improve the quality of education for all children.
- Children enjoy drawing while sitting alongside the childminder. They make marks and say 'that's daddy'. Children occasionally visit the local library with the childminder. They sometimes use pictorial shopping lists when buying food. However, the childminder does not engage children with stories or help them to listen to and understand familiar books appropriate to their ages. This limits the development of some of the early literacy skills necessary for their future learning.
- Young children play alongside each other and cooperate well. Children are kind and helpful. They respond well to the childminder when she helps them to manage their own feelings. For example, children are disappointed when they have to stop playing outdoors. The childminder explains why they need to have lunch. She takes her time to help children to adjust to moving on to the next part of their routine.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in protecting children who may be at risk of harm. She knows the procedures to follow should she have a concern about a child's welfare. The childminder refreshes her safeguarding training to keep her practice up to date. This includes finding out about issues such as the 'Prevent' duty. The childminder carries out risk assessments to help her to minimise any hazards in the environment. Children learn about keeping themselves safe. For example, they help to tidy away resources after activities. In the community, children learn about crossing roads safely.

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

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

- enhance questioning skills to allow children plenty of time to think of their own ideas and answers
- target the programme of professional development to help improve the quality of education and outcomes for children
- implement a suitably challenging curriculum with a focus on encouraging children's love of reading to develop their early literacy skills.

## Setting details

<b>Unique reference number</b>	EY494407
<b>Local authority</b>	Durham
<b>Inspection number</b>	10236748
<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 7
<b>Total number of places</b>	3
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	7 March 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Peterlee, Durham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays.

## Information about this inspection

### Inspector

Cathryn Clarricoates

### 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 explained to the inspector how she decides what children need to learn.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection. She took account of the views of some parents.
- A range of documents were looked at, including safeguarding policies and evidence of the suitability of adults living at the premises.
- The inspector observed the quality of education during activities, indoors and outside, and assessed the impact of this on children's learning.
- The childminder discussed a joint evaluation of an activity with the inspector.

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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