

Childminder report

Inspection date: 29 September 2022

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 benefit from being cared for by a very kind, patient and nurturing childminder. They form close bonds with her. Children show positive attitudes to their learning. They have access to a wide range of learning experiences. For example, children enjoy choosing and looking at books about animals independently, selecting the puppets that they see in the story. They learn how to turn the pages, and the names of animals and the sounds which they make. Toddlers are curious and show excitement as they explore the coloured, transparent blocks, naming the colours as they do so. They develop their small-muscle skills as they complete tasks. For instance, children use knives to cut their own fruit at snack time. All children, including those with special educational needs and/or disabilities, make progress from their starting points in learning.

The childminder is a positive role model and has high expectations for children. Children's behaviour is good. They know the routines and take great delight in following instructions. For instance, children are encouraged to pack away before having their snack by playing a number game with the childminder. The childminder is aware of the impact that the COVID-19 pandemic had on some children's experiences, and plans well to fill any gaps in their learning. For example, she offers a gradual and comprehensive settling-in process that is tailored to children's individual needs.

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

- The childminder encourages children to access resources independently to build on their emerging interests. She knows children extremely well. Children become thoroughly engaged in their play. For instance, the childminder encourages children to persevere to put together tracks to run their cars along. Children discuss how to fit them together. This helps children to develop their problem-solving skills.
- The childminder is very skilled at introducing new words and phrases to children. She explains what words mean and ensures that the language she introduces is relevant to what children are doing. This helps children to understand the meaning of words and builds their vocabulary effectively. For example, children learn what the words 'ratchet' and 'screwdriver' mean as they play with the role-play tools. Children develop well into confident communicators.
- Children benefit from regular opportunities to hear and use mathematical language. They hear and use positional language to describe what they are doing. For example, children discuss how the trains are going 'under' and 'over' the bridge as they play.
- The childminder plans activities to support children's progress through effective observations and assessments. For example, she identifies that children need

support to count objects in the correct order. When children look at images in a book, the childminder asks them to count the number they see. When children struggle to point to each one and to count correctly, she points and teaches them to count with her.

- The childminder has a wealth of child-appropriate resources. She has ample indoor and outside space. The childminder plans her outdoor environment to cover all areas of learning in good weather. However, she does not always consider how she can maximise the learning of children who prefer to learn outdoors in all weathers.
- The childminder provides nutritious food for children and talks to them about the benefits of eating well. Although the childminder has begun to work on promoting children's good oral hygiene, she has not yet fully considered ways this can be extended to include younger children.
- Parents and carers speak positively about the childminder and her setting. They describe her as being kind and caring. They say that the childminder has excellent relationships with their children, who are happy and love attending the setting. Parents say that they are kept informed about their children's day and the progress that they are making. The childminder uses questionnaires to gauge parents' satisfaction in her service.
- The childminder has established good links with teachers at the local school and other professionals who speak very highly of her. She effectively shares information to support continuity in children's learning and care. This supports transitions when they move on to school.
- The childminder speaks about her work with great enthusiasm. She keeps her knowledge and skills up to date by completing regular training and reading updates. The childminder meets with other childminders in the local area to share good practice and activity ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding issues. She is aware of the signs and symptoms that may indicate that a child is at risk from harm. The childminder is fully aware of her responsibilities in keeping children safe. She has robust procedures for reporting accidents or incidents while children are in her care. The childminder understands what she would need to do if there was a concern raised about herself or another adult living in her household. She places children's safety as paramount and makes sure that her premises are secure with effective risk assessing. The childminder has accessed a variety of training to keep herself up to date, including safeguarding and first-aid training.

What does the setting need to do to improve?

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

- maximise play opportunities for those children who prefer to learn outdoors across all areas of learning, in all weathers
- develop more ways to help all children to understand about the importance of oral hygiene.

Setting details

Unique reference number	EY442875
Local authority	Durham
Inspection number	10229594
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	2 to 15
Total number of places	12
Number of children on roll	9
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 2012 and lives in Bishop Auckland. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She provides places for funded two-, three-, and four-year-old children. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Claire Crumpton

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 showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for the curriculum.
- Children communicated with 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 children.
- Parents and carers shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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