

Childminder report

Inspection date: 11 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the warm and inspiring environment. They are welcomed into the exciting setting by the enthusiastic and passionate childminder. Children's independence skills are developing well. They hang up their coats, take off their shoes and register themselves into the setting. The childminder skilfully weaves learning into every activity. For instance, she encourages counting and addition as children play with the train track. Children successfully count seven trains, then add two more. This helps to develop children's understanding of numbers and counting.

The childminder has high expectations for children's behaviour. She is a good role model and promotes positive behaviour. Children are polite and demonstrate good manners. They select their favourite songs and action rhymes. Children take turns to choose their song, and excitedly sing and join in with the actions. They enjoy listening to familiar stories and recall their favourite animals from a book about autumn. This helps children to develop their communication and language skills. Children have positive attitudes towards their play and learning. For example, they work together to make a large train track. They talk to their friends about which pieces should connect together. Children concentrate for long periods on activities that they enjoy.

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

- The childminder gathers information from parents about children's prior skills and knowledge. She plans a curriculum that considers what children need to learn next and includes their current interests. The childminder uses her observations and assessments of children to support them to make good progress. Children develop the skills which they need for their next stage of learning, including school.
- Children behave extremely well. They are kind and considerate of their peers. When children need support with their behaviour, the childminder is on hand to provide gentle reminders. For example, she explains to children that 'sharing is caring' and to use 'kind hands'. The childminder has systems in place to support children with their emotions and feelings. For example, she plans activities to explore feelings and reads stories to help explain emotions. This helps to develop children's self-esteem and their understanding of emotions.
- The childminder takes children to local playgroups, role-play centres and parks, where they have the opportunity to mix with larger groups of children. This helps to develop children's personal and social skills. Furthermore, children have opportunities to climb, run and jump. This helps to develop their large-muscle skills.
- The childminder has very positive partnerships with parents. She keeps parents

well informed about the types of activities that their children carry out throughout the day. Parents are very complimentary of the childminder. They comment on how much progress their children have made since they started at the setting. However, the childminder does not consistently give parents and carers specific examples of how to support their children's learning at home.

- The childminder promotes the good health of children. She provides nutritious, well-balanced meals and snacks. Children build independence as they wash their own hands and wipe their noses. The childminder talks to children and parents about the importance of a healthy diet. This helps to develop their understanding of a healthy lifestyle.
- The childminder completes all statutory training and strives to keep her knowledge up to date. However, she does not target professional development opportunities in order to help raise the quality of education to an even higher level.
- There is good support for children's communication and language skills. The childminder introduces new words, such as 'turntable' and 'cinnamon'. She speaks clearly and models correct language. This helps to develop children's speaking and listening skills.
- The childminder liaises with other professionals and seeks guidance and support where necessary. For example, she liaises with health visitors to share children's progress checks. This helps to ensure that children receive appropriate support to continue making progress.
- The childminder provides opportunities for children to learn about communities beyond their own. For example, they celebrate other cultures and festivals and play with different toys and resources. This supports their understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the possible signs and symptoms of abuse. She knows how to correctly report concerns about the welfare of children. The childminder is aware of how to report any allegations made against her or a member of her household. She is familiar with the 'Prevent' duty, and knows the signs to look for concerning county lines. The childminder attends child protection training to keep her knowledge up to date. She completes risk assessments indoors, outdoors and when going on outings. This helps to keep children safe and secure.

What does the setting need to do to improve?

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

- extend the information provided to parents and carers to help enhance their

children's learning even further at home

- focus on professional development opportunities to raise the quality of the already good practice to an even higher level.

Setting details

Unique reference number	2573623
Local authority	Durham
Inspection number	10225977
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bishop Auckland. She operates during term time from 9am until 4.30pm, Tuesday to Thursday. The childminder holds a relevant level 3 childcare qualification. She provides funded early education for two-, three- and four-year-old children. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Julie Campbell

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector and the childminder conducted a joint observation of an activity.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector sampled a selection of written feedback from parents.

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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