

# Childminder report

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Inspection date: 3 November 2022

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<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 benefit from fun and loving relationships with the childminder at this inclusive and welcoming setting. The childminder provides strong support for children's personal, social and emotional development. She encourages children to share as they make pictures with foil and crepe paper. Children play well together as they pretend to be doctors, hairdressers and dentists. They take turns to practise fastening belts and zips as part of an activity.

Children learn good hygiene routines and benefit from healthy and balanced meals and snacks. They have lots of opportunities for exercise and outdoor play in the childminder's spacious, enclosed garden. Children are growing well in independence. They clear away their own pots after lunch and fetch their shoes to go outside.

Children benefit from clear boundaries and expectations, and their behaviour is good. The childminder encourages children to make simple choices and decisions. For example, children decide what colour paper they want to use, what book they want to read and what they would like to play with next. Children keep on trying when activities are challenging, for example when putting on dressing-up clothes independently. They are excited, enthusiastic and fully engaged in the wide range of interesting and exciting activities on offer.

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

- The experienced childminder has a clear understanding of where children are in their development and how to support them next in their learning. For example, she models new skills and provides clear instructions to help children's knowledge and understanding.
- Children form close bonds with the childminder, who is caring and kind. She plans activities she knows will interest and excite them. The childminder is experienced in supporting children with special educational needs and/or disabilities.
- The childminder praises and encourages children. This helps to raise their confidence and self-esteem. There is scope, however, for the childminder to use more specific praise to raise children's awareness of their achievements. For example, she does not praise exactly what children show they know or can do.
- The childminder plans strong support for children's developing mathematical skills. For example, children explore common and more unusual shapes through table-top games. Children discuss how many spoons of medicine they need as they play at being doctors. They try to identify the numbers on the toy thermometer as they pretend to take each other's temperatures.
- Overall, there is good support for children's developing communication and

language skills. The childminder talks to children about what they are doing as they play. She shares stories with children and repeats what they say to show they are understood. There is scope, however, for the childminder to extend children's thinking and language further by encouraging children to respond in more detail.

- The childminder provides strong support for children's physical development. Children practise balance and coordination as they dance to music. They develop their core strength as they swing, climb and slide on equipment outside.
- Children strengthen smaller muscles through a variety of craft activities. They develop flexibility in their hands and fingers as they glue, draw and colour. Children learn more challenging skills as they move from using scooters to balance bicycles and then to pedal bicycles.
- Children learn about life outside the setting through trips to the park and nearby dene. They explore nature and natural materials as they paint pebbles, pick conkers and find acorns to use in craft activities back at the setting.
- Parents speak highly of the childminder and the service she provides. They say the childminder is supportive, caring and inclusive. Parents praise the childminder for helping them to support their children's behaviour and healthy eating at home.
- The childminder has established a good relationship with the local school. This helps to provide a consistent approach to support children who attend both provisions.
- The childminder invites feedback from parents and reflects well on the experiences for children. She keeps her skills up to date through webinars and training. The childminder is dedicated to continually improving the quality of the service she provides.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children healthy and safe. For example, she encourages children to place their hands over their mouths when they cough and to wash their hands before they eat. The childminder talks to children about the benefits of healthy eating. She teaches them about the dangers of fireworks and how to use scissors safely. The childminder's home is clean and well organised. The childminder attends safeguarding training and holds a current first-aid certificate. She knows who to contact should she have a concern about a child, and she knows the procedures she must follow to keep them safe.

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

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

- support children to know exactly what it is they are being praised for, so they

- can recognise and celebrate their own achievements and learning
- extend children's thinking and language further by encouraging children to respond in more detail.

## Setting details

<b>Unique reference number</b>	550064
<b>Local authority</b>	Durham
<b>Inspection number</b>	10229454
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	4 November 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Peterlee, County Durham. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for two- and three-year-old children.

## Information about this inspection

### Inspector

Julie Foers

### 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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She took into account the views of a number of 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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