

# Childminder report

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Inspection date:

8 December 2022

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**Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision is good**

Children are happy and relaxed in the care of the welcoming and friendly childminder. They settle in quickly and happily explore the resources. Children have developed strong relationships with the childminder and check in regularly for cuddles and reassurance. The childminder knows the children in her care and their families well. She uses this knowledge to plan activities that support children's current interests. As a result, children make good progress from their individual starting points.

Children confidently access a variety of resources in the well-thought-out playroom. The childminder provides children with frequent opportunities to develop their independence skills. For example, children pour their own drinks and cut their own snacks, they manage their own personal hygiene and make decisions about their learning. The childminder stands back and offers reassurance and guidance, so that children develop a have a go attitude. This provides children with the confidence and resilience they need to succeed with future learning.

Children are engaged and sustain their concentration in their play for extended periods of time. They particularly enjoy leading their own learning, with the sensitive support of the childminder. Children practise their small-muscle control as they cut with scissors and spread glue onto stamps ready to send their Christmas letters to Father Christmas. Children's physical skills are developing well.

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

- The childminder plans a curriculum that is based on her knowledge of the children in her care. The curriculum is well sequenced and carefully builds on children's knowledge and skills. Activities are planned to incorporate children's interest and what they need to learn next. For example, during a shape sorting activity, children were unsure of some shape names. The childminder carefully introduced their names and talked about shape properties. Children are developing their knowledge of shapes.
- Children have developed a love of books. The childminder uses every opportunity to include books in the curriculum. Children look at books independently and as part of a group. The childminder asks lots of questions and skilfully describes the meaning of new words. Children recall key events and new words from books in their play. For example, when creating play dough snowmen, children remember that the snowman had melted and turned into a puddle.
- Children use lovely manners, and their behaviour is generally good. When children display unwanted behaviour, the childminder promptly reminds them of her expectations. Children thrive on the praise of the childminder. They know

what is expected of them and understand appropriate boundaries.

- The development of children's physical skills is supported across the session as they play inside and out. However, the learning opportunities provided outside are not as well planned as those indoors. This means that opportunities to further extend children's learning outdoors are not always consistent.
- The childminder is particularly skilled in supporting children's communication and language skills. She grasps every opportunity to ask well-considered questions and introduce new words. For example, when talking about the size of a snowball, the childminder introduces the words 'huge' and 'ginormous'. Where children find saying new words tricky the childminder clearly models the correct pronunciation. Children's language skills are well supported.
- The childminder helps children to learn about healthy lifestyles during discussions at mealtimes. For example, the childminder talks to the children about healthy and unhealthy foods. She encourages children to make healthy choices. The childminder also promotes good oral hygiene and explains to children the importance of having strong and healthy teeth.
- Partnerships with parents are strong. The childminder shares information regularly and supports parents to extend their children's learning at home. Parents are complimentary about the childminder; they report that she is attentive and highly competent at developing children's skills. Parents feel that their children are safe and happy in the care of the childminder.
- The childminder works closely with other agencies to support children with special educational needs and/or disabilities. She shares detailed information about children's progress and welcomes advice and support. The childminder provides extra resources and support to ensure all children make the best possible progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms of abuse. She has a thorough understanding of the actions she must take if she has a concern and is aware of her responsibilities. The childminder completes daily risk assessments to ensure her home is safe for children. She prioritises the supervision of children and ensures that all adults are checked for suitability. The childminder completes regular training to ensure that her safeguarding knowledge is up to date. She is alert to issues such as extremism and female genital mutilation.

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

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

- develop the garden area to enable children, who prefer to learn outdoors, to benefit from even more stimulating outdoor learning experiences.

## Setting details

Unique reference number	EY404475
Local authority	Durham
Inspection number	10229558
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	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 December 2016

## Information about this early years setting

The childminder registered in 2010 and lives in County Durham, Tyne and Wear. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

## 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed 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 that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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