

# Childminder report

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Inspection date: 24 January 2023

<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 are content and well cared for as they play and explore in the home of this childminder. They learn to share their ideas and work together. For example, children identify toy farm animals which match the animal pictures in a book. They enjoy listening to stories and songs and are starting to join in with these. This helps children to practise new words and phrases. The childminder uses trips and visits to support children's understanding of the world around them. For example, children visit the fire station, vets and a local farm. This helps to bring children's learning to life and further develop their knowledge and understanding of the community around them.

Children develop their core strength and physical skills as they explore the garden. Toddlers show resilience as they learn how to climb the ladder up to the slide. They show confidence and bravery as they try different ways of sliding down, such as lying on their tummy. Children learn to wait patiently for their turn on equipment. The childminder teaches children how to stay safe on equipment, for instance by reminding them to keep a safe space away from the bottom of the slide. Children play imaginatively in the playhouse and practise familiar language as they play, for example asking, 'Would you like some tea?'

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

- Children have the use of a dedicated playroom in the childminder's home. The childminder uses this space to support children's development in all areas of learning. For example, she supports children's problem-solving and early mathematical skills through a range of puzzles and posting toys.
- The childminder implements a theme-based curriculum. She chooses themes based on children's current needs and interests and to cover gaps in their knowledge and skills. For example, when new children join, the childminder implements a theme which is based on the personal interests of that child, such as dinosaurs. This helps children to settle into her setting and to feel their interests are valued and important.
- The childminder helps children to learn about current celebrations and events in the calendar, such as Christmas and Chinese New Year. This supports children's understanding of culture and diversity within society.
- Although children enjoy using the wide choice of resources, they are sometimes distracted by the quantity on offer. This limits their ability to learn how to focus and concentrate on one thing at a time. That being said, the childminder does consistently support children with learning new language as they move from one interest to the next.
- The childminder uses her assessments effectively to ensure that children make progress across all areas of learning. When the childminder identifies an area

where children need support, she implements strategies which will help them succeed. For example, when children have difficulties using a paintbrush, she provides a range of tools, such as rollers and chunky brushes. This supports their fine motor development, building up to successfully using a fine brush.

- The childminder is proud of the relationship which she has with the families of children she cares for. Parents praise her regular communication and the feedback that they receive about children's progress. They also appreciate her dedication to the ongoing care and educational development of their children.
- The childminder has established positive, nurturing relationships with children. She gives hugs and comfort to teething toddlers and warm praise to older children as they succeed in completing activities such as jigsaws. The childminder gently supports children's skills in independence and self-care. For example, she supports them with handwashing and using a spoon to feed themselves.
- Through working with other professionals, the childminder has recently developed her knowledge and understanding of strategies to support speech and language development for children with additional needs. For example, she uses child-appropriate sign language. The childminder is now keen to use these strategies to support all children to develop their speaking skills.
- The childminder has rigorous cleaning and hygiene routines in place. For example, she cleans all toys and equipment thoroughly each day and children have their own hand towels in the bathroom. This helps to promote children's good health.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that could indicate a child is at risk of harm. She understands her role to actively safeguard children and is aware of the process for referring concerns to the relevant agencies. She ensures that her assistant also understands the safeguarding policy and procedures. The childminder uses risk assessments to ensure that her premises are safe for children. She also makes sure that children are kept safe when off the premises, for example when they go on local trips and visits. The childminder and her assistant hold paediatric first-aid certificates.

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

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

- support children's attention skills further, enabling them to focus on tasks for longer periods of time
- continue to extend the range of speech and language strategies to support all children's development.

## Setting details

<b>Unique reference number</b>	EY469558
<b>Local authority</b>	Durham
<b>Inspection number</b>	10264247
<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 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	8 June 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Spennymoor. She works with an assistant. The childminder operates her provision all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Dani Taylor

## 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 childminder.
- 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.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The inspector viewed feedback from parents during the inspection and took account of their views.
- 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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