

# Childminder report

---

Inspection date: 27 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children have a close bond with the childminder. They behave well and respond positively to interactions with her. They invite her to join in with their play, and she sits on the floor with them to read a book. They enjoy talking to each other while they are reading. Children find different animals and discuss the sounds they make. The childminder extends their learning by encouraging them to recall their past experiences. For instance, when children start playing with toy animals, the childminder reminds them of a recent walk to school when they saw the ducks on the pond. The children remember when they went to feed them. This helps children to develop their understanding of the world and make links between the past and present.

Resources are easily accessible to children, enabling them to independently choose what they would like to play with. After they have finished playing with their toys, children enjoy putting them away in the correct boxes. Children show an interest in singing nursery rhymes, which the childminder extends by incorporating musical instruments. The childminder sings with the children and provides them with opportunities to try to remember the words on their own. This helps children to build on their vocabulary and to recall familiar nursery rhymes.

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

- The childminder spends time getting to know children and their families to ensure that she forms a close bond with them. She observes children's play and completes accurate assessments of children's overall development. The childminder shares this information with parents and works with them to outline targets for children's future learning.
- Parents are extremely complimentary about the care and education provided by the childminder. They comment that the childminder goes 'above and beyond' their expectations, both with the children and in providing parents with support and advice. Parents further comment that they 'couldn't ask for a better start for their children'.
- The childminder plans her curriculum around children's individual interests and next steps in learning. She observes children's play and skilfully interacts with them to build on their knowledge and skills.
- Children thoroughly enjoy listening to stories read aloud by the childminder. She talks to children about the illustrations and supports children's growing vocabulary. For example, they look at pictures of various animals, and the childminder introduces new words, such as 'centipede'. Although the childminder interacts positively with children, she does not always provide them with enough time to think and respond to the questions she asks, to further support and extend their learning.

- The childminder completes mandatory training and reflects on her practice. She also uses the feedback from families to evaluate the setting. However, the childminder is aware that she has not identified training to support her professional development needs, to help improve her practice further.
- Children develop an understanding of oral health. They use dough to create teeth and use various pretend dentist tools to remove the sugar and experiment with how to clean their teeth. Children discuss various foods and the impact these have on their teeth.
- Children display a high level of engagement towards their learning. They are supported effectively as they play alongside the caring childminder. Children learn about colours as they investigate colour and patterns with a kaleidoscope. They start to understand cause and effect as they note the changes when turning the tube.
- The childminder ensures that children have daily access to fresh air. She takes them out to the local park, walks them to and from school, and encourages them to play in the garden. This provides children with opportunities for regular exercise, which in turn supports their health and well-being. During outdoor activities, the childminder extends children's learning by encouraging them to observe the weather, spot familiar signs and count objects. This supports children's development in their understanding of the world and in subjects like literacy and mathematics.
- Children's emotional well-being is supported well. The childminder encourages children to resolve minor misunderstandings and conflicts independently and intervenes only when needed. As a result, children become resilient and learn to manage their own feelings and behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge and understanding of safeguarding. She understands the types and signs of abuse, including county lines and extremism. She understands the action to take should she have any concerns. She ensures that children are kept safe and are protected. The childminder has accessed training and keeps up to date with local authority changes. The childminder holds a current paediatric first-aid certificate. Risk assessments are completed, and the childminder supports children to understand how to take risks and how to safely navigate steps, both in the garden and when on outings.

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

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

- give children enough time to process their thoughts and ideas when responding to questions

- build on professional development opportunities to help sustain and build on the good quality of teaching provided.

## Setting details

<b>Unique reference number</b>	313567
<b>Local authority</b>	Durham
<b>Inspection number</b>	10263530
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	4 May 2017

## Information about this early years setting

The childminder registered in 2003 and lives in Startforth, near Barnard Castle She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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.
- Parents shared their views of the setting with the inspector through written comments

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023