

Childminder report

Inspection date: 27 January 2023

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

The provision is good

The childminder has lovely relationships with the children in her care. They form close bonds and obviously enjoy each other's company. The childminder provides good support for children's personal, social and emotional development. Children learn rules and boundaries and benefit from secure routines and clear expectations. The childminder supports them to increase their independence and make simple decisions. For example, she encourages children to put on and take off their own coats and shoes. Children learn how to use zips, tie laces and brush their own teeth. They become self-aware as they learn the names for different parts of the body and face. The childminder encourages children to share and play cooperatively. For example, she supports them to take turns as they balance dominoes as part of a game.

Children concentrate as they fill and empty containers using everyday objects such as empty milk cartons and cardboard tubes. Children are curious and explore a variety of textures as they play with curtain rings, wooden pegs and metal bangles. They develop their sensory awareness as they play with sand and water in the childminder's enclosed garden. Children use their imaginations as they play with trains and pretend to make cups of tea. They are settled, happy and secure.

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

- The childminder is very experienced and has a strong knowledge of child development. She has experience of working with children with special educational needs and/or disabilities. The childminder knows the children in her care well. She plans activities she knows will interest and challenge them.
- 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.
- Children benefit from good support for their developing communication and language skills. They hear lots of language as the childminder talks to them about their play. She repeats children's words back to them to show them they are understood.
- Children enjoy sharing stories with the childminder and taking part in nursery rhymes. They pretend to speak on the toy phone. This helps them to experience and practise new words and increase their vocabulary.
- The childminder plans strong support for children's physical development. Children enjoy climbing slides and pushing wheeled toys outside. They develop balance and coordination as they play with balls and a see-saw.
- Children develop smaller muscles as they explore with tweezers and play with small-world toys. They enjoy making patterns with dominoes and delight in

knocking them down before building them up again.

- Children benefit from good opportunities for daily fresh air and exercise. The childminder provides a range of healthy, balanced meals and snacks. She encourages children to try new textures and tastes.
- The childminder has established a good relationship with the local school. She shares and receives relevant information from other settings children also attend. This helps create a consistent approach to support for children's learning.
- Children learn about life outside the setting. For example, they take part in messy-play activities at a local playgroup. Children learn about food and ingredients through trips to the local supermarket. They explore the natural world through visits to local parks and woodland.
- Parents speak highly of the childminder. They praise her supportive nature and caring attitude. The childminder works closely with parents. She offers support and advice around toilet training, for example, or supporting children to manage their feelings and behaviour.
- The childminder keeps her skills up to date through training and research. She has identified opportunities where she can improve her practice further. However, the childminder is yet to evaluate and expand her support for children's mathematics as a result of recent training.
- The childminder reflects on experiences for children and gathers views from parents. She is passionate about her work and looks to continually improve the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is comfortable and secure. She assesses any potential hazards in order to reduce risks for children. The childminder has a good understanding of how to keep children safe. For example, she encourages children to tidy away their toys so that they do not trip. The childminder demonstrates a sound knowledge of safeguarding signs, symptoms and procedures. She knows who to contact should she have a concern about a child and the procedures she must take to keep them safe. The childminder shows a good awareness of all aspects of safeguarding. She attends safeguarding training and holds a first-aid certificate.

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
- develop the teaching of mathematics further by implementing ideas from

training and continuous professional development.

Setting details

Unique reference number	313961
Local authority	Durham
Inspection number	10263429
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 1999 and lives in Stanley, County Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification in childcare at level 3.

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 how she plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector 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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