

# Childminder report

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Inspection date: 27 January 2023

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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 are content in the welcoming and homely environment that the childminder creates. They have a lovely time playing with the many resources in a stimulating playroom. Children show that they feel safe and secure as they move around the childminder's home confidently. The childminder and her assistant are warm and nurturing. They recognise when children become tired or are in need of comfort. The childminder and her assistant quickly offer this with reassuring words and hugs.

Children build positive relationships with the childminder and her assistant. They call them by name and enjoy their company. Children invite the childminder and her assistant to join in with their play. The childminder uses these opportunities to skilfully build on children's prior learning. For instance, she models the names of colours. The childminder challenges children to find the matching colours and talks about variations of different colours.

Children play happily together and behave well. They respond well to the childminder's gentle reminders to be kind to one another. Children help to tidy away the toys, with very little encouragement needed from the childminder, before going outside. They proudly announce to everyone that they have finished their task.

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

- The childminder knows children well. She has a strong understanding of child development. The childminder uses this knowledge and what she knows about individual children to help them to make good progress. Children take a lead in their own learning. The childminder considers children's interests when planning activities. This means that children are wholly engaged in their play and their learning is optimised.
- The childminder provides children with a range of experiences. These experiences support their learning across all areas of development. For instance, children learn about the wider world, such as through their outings to the local river and beach. They develop their physical skills as they visit the park and soft-play centres. Children attend a local playgroup, which helps them to build essential social skills. This equips children with the necessary skills needed for their future success.
- Overall, children's communication and language skills are supported. They hear lots of clear and rich language. Children are exposed to a wealth of new words, such as 'armadillo', 'trunk' and 'power', during engaging story times. However, sometimes, the childminder asks children too many questions, too quickly. Children do not always have adequate time to respond. This also means, that

sometimes, children cannot practise their developing speaking skills further during group times.

- Children take great delight using pipes and tubes in water play outside. They fill, pour and empty vessels into the large tray. Children use their critical-thinking skills and persist as they try to find ways to get the boat to sail down the drainpipe. This helps them to develop an understanding of basic mathematical concepts, such as volume, capacity and speed.
- Parents and carers are happy with the service which the childminder provides. Their written comments say that they are happy with the feedback that they receive. Parents feel that the childminder and her assistant are a positive influence in their children's lives. The good partnership working results in a two-way sharing of information. As a result, the childminder knows families well and is able to meet children's individual needs.
- The childminder places a strong focus on promoting children's independence skills. Children take responsibility for wiping their own noses and putting on their coats. This helps to prepare children for their later transition on to school.
- The childminder reflects on her own practice and that of her assistant. She identifies strengths and weakness in their practice. The childminder accesses ongoing continuous professional development. For instance, she has attended training on how to support children's mathematical development. This helps the quality of the childminder's practice to remain consistently high.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She provides a safe and secure environment. The childminder acts quickly to remove any hazards or risks to children's physical health. For example, she quickly removes water from the floor to prevent children from slipping and hurting themselves. The childminder ensures that her assistant has a good understanding of his responsibilities to safeguard children. She accesses training and can confidently recognise signs that children may be at risk of harm. This includes a range of aspects of child protection, such as female genital mutilation and domestic violence. The childminder knows what action to take if an allegation is made against herself or her assistant.

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

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

- ensure that children are given adequate time to process and respond to questions to further develop their thinking skills
- allow all children time to practise their spoken language skills during group interactions.

## Setting details

<b>Unique reference number</b>	EY430261
<b>Local authority</b>	Darlington
<b>Inspection number</b>	10265157
<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 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	25 May 2017

## Information about this early years setting

The childminder registered in 2011 and lives in Darlington. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder works with an assistant and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Natalie Stringer

## 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 spoke to the inspector about her intentions for children's learning and how the curriculum is implemented.
- 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 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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