

# Childminder report

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Inspection date: 9 February 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 form close bonds with this nurturing childminder. There are plenty of cuddles and words of reassurance if children are unsettled. Considerable emphasis is placed on supporting children's emotional security. Children develop the confidence they need to help them to make progress in their learning and development. Children behave very well. They are delighted when they are praised for being kind to their friends. When children sometimes forget they need to share the toys with their friends, they are gently reminded of how to take turns. They regularly attend local stay-and-play sessions. This enables them to socialise with larger groups of children.

Children enjoy taking part in the interesting activities the childminder provides. There is a good range of resources to support children's learning through play. Children persevere as they practise using tongs to pick up petals. When they make their own flowers using play dough, they show great concentration. They proudly show the childminder what they have made. Outside, they confidently scramble up a ramp on to a pirate ship. They use their imagination as the childminder asks them where they are sailing to. Younger children are encouraged to have a go on the slide. These activities support children's physical development.

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

- The childminder knows all the children extremely well. She collects information from parents about their children's interests and their home life. This knowledge helps her to decide what she wants the children to learn. Planned activities are carefully linked to individual children's next steps. For example, numerals are hidden to support a child who is starting to recognise numbers. The same activity is used to encourage younger children to experience sensory play.
- Partnership with parents is a real strength. Parents welcome the safe, homely atmosphere the childminder provides. They say that their children love the way the childminder decorates the house and celebrates different cultural events. Parents of children with special educational needs and/or disabilities explain how the childminder provides additional support to help their children gain confidence, and they 'thrive' in her care.
- The childminder supports children's speech and communication effectively throughout the day. She narrates what children are doing as they play. She talks with children as she changes their nappies and at mealtimes. This introduces children to a wealth of new vocabulary. When she asks children the colour of items, she skilfully repeats the words using the correct pronunciation.
- Children clearly show that they enjoy listening to stories. They eagerly go and find the books they want to read together. The childminder uses questions to encourage children to predict what might happen next. However, at times, not

all children can see the book she is reading, so they are not always able to join in with the discussion.

- The childminder recognises the importance of supporting older children to be ready for school. She encourages children to try to put on their own outdoor clothing. They also help to get out their own toys and to put these away correctly. Good links have been established with the local school. This helps to support children's transitions when they move on to school.
- Children benefit from healthy snacks and meals. Drinking water is always available. Children know when they must wash their hands. Daily outdoor play in the large, secure garden allows children to be physically active. However, children's good health is not supported consistently. For example, the childminder often wipes children's noses and does not wash her hands or dispose of the tissues correctly.
- The childminder regularly reflects on her practice to identify areas for further development. She undertakes a wide range of online training to keep her knowledge and skills up to date. She also takes note of information in the local school's newsletter so that she is aware of what children are learning about in school. For instance, she talks to children about staying safe online as part of an internet safety week.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibility to keep children safe. Children are supervised vigilantly when in her care. She carries out visual risk assessments of areas children are using to identify and remove any hazards. She attends regular safeguarding training. This enables her to identify a range of different signs that may indicate a child is at risk of harm. These include indicators of neglect and physical abuse and concerns that a child may be being exposed to extremist behaviours. The childminder knows the process to follow should an allegation be made against herself or a household member.

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

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

- review the organisation of story time so that all children can be actively involved
- strengthen hygiene arrangements so that children's good health is promoted consistently.

## Setting details

<b>Unique reference number</b>	EY490259
<b>Local authority</b>	Durham
<b>Inspection number</b>	10277647
<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>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	16 February 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Burnopfield, County Durham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jan Batchelor

### 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector spoke to parents and considered their written feedback.
- 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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