

Childminder report

Inspection date: 15 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have excellent bonds with the caring, nurturing childminder. They are happy and settled in her care. Children are beginning to learn about different feelings. For example, they listen to stories and talk to the childminder about different emotions. The childminder shows children their faces in a mirror, and they copy her face, demonstrating 'happy' and 'sad'. This helps children begin to understand emotions.

Children enjoy taking part in craft activities and use paint brushes to make marks. They enjoy the sensory experience, as they paint their hands and make prints on the page. Children develop their imaginative play as they build with construction bricks. They excitedly exclaim, 'I've made a wind turbine!'. Children use their small-muscle skills as they twist and turn the pieces to build large towers. Overall, children's behaviour is good. The childminder encourages them to share and take turns. Children use good manners, and say 'please' and 'thank you' without any prompting.

Children move around the playroom and make independent choices about their play from the wide range of resources. They move from one activity to another, tidying up before getting more equipment out. Children relish investigating musical instruments. They confidently bang the drum and play the triangle. The childminder encourages children to count the number of beats as they play. This helps to develop children's counting skills.

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

- Children have excellent opportunities to learn about the wider world. They regularly visit the childminder's allotment, where they grow fruit and vegetables. This helps them to understand where food comes from. Furthermore, the childminder takes children to local woodlands, the library and a community café. This helps children to learn about the people and communities around them.
- The childminder shows good understanding of child development. She uses regular observations and assessment to understand what children need to learn next. For instance, the childminder recognised that children needed to mix with other children after COVID-19 lockdown periods. She quickly began to attend playgroups with the children, so that they had opportunities to meet new people and learn to play with their peers. This supports children's social development.
- The childminder provides a language-rich environment. She constantly talks to children as they play. She asks age-appropriate questions and waits for children to respond. The childminder introduces new vocabulary. For instance, as children play, she introduces 'maraca', 'castanet' and 'iguana'. This helps to develop children's vocabulary.

- Overall, children's behaviour is good. The childminder provides some guidance about behavioural expectations. Children can happily play and work together. However, when children squabble over building blocks, the childminder does not always explain the impact of their behaviour on others. This means that children do not consistently hear the correct messages.
- Parents think very highly of the experienced childminder and comment on her expertise and 'calm, consistent and caring approach'. The childminder keeps parents fully up to date with their child's learning and development. She sends photographs and speaks to parents daily about the activities that their children take part in. However, the childminder does not routinely share ideas with parents about how they can further support children's learning at home.
- The childminder encourages children to be creative and to learn about colours. For example, she provides opportunities for children to explore paint and mix different colours. Children relish the opportunity to design their own paintings. This helps to develop children's creative skills.
- Children become independent as they engage in age-appropriate tasks. They help the childminder to tidy away the toys and butter their toast at snack time. The childminder encourages them to wipe their own noses and use the toilet independently. Good care practices are embedded securely in the daily routine. The childminder rewards children with praise, which helps to raise their self-esteem and confidence.
- Children learn about being healthy. They have daily opportunities for outdoor physical play in the childminder's well-resourced garden. The childminder works in partnership with parents to ensure that meals they provide for their children are healthy and nutritious. She speaks to children about the importance of staying hydrated. This helps children to develop an understanding of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has a good understanding of the signs that might indicate a child is at risk of harm and knows the procedure to report such concerns. The childminder frequently attends training to update her knowledge. She understands the procedure to follow should there be an allegation against herself or a member of her household. In addition, she is aware of the signs that would indicate a child is at risk of radicalisation and county lines. The environment is safe and secure. The childminder regularly carries out risk assessments of the inside and outdoor environment. This helps to keep children safe.

What does the setting need to do to improve?

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

- consistently support children to understand the impact their behaviour has on others
- further develop ways to share ideas with parents to help them to build on children's learning at home.

Setting details

Unique reference number	313512
Local authority	Durham
Inspection number	10264391
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 June 2017

Information about this early years setting

The childminder registered in 2000 and lives in Belmont, Durham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at a level 3.

Information about this inspection

Inspector

Julie Campbell

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 setting.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting through written feedback.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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