

Childminder report

Inspection date: 6 March 2023

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| 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

Children are happy and enthusiastic to learn at this friendly and welcoming setting. They demonstrate a sense of security and stability. Children benefit from daily routines and a comfortable, safe and inviting space to play in. They form close bonds with the childminder, who is gentle, caring and kind. Children are settled and happy as they go about their play. The childminder provides an interesting and exciting range of activities and experiences for children, which cover all areas of learning. She provides good support for children's development. The childminder models new skills to children and provides clear instructions.

The childminder provides strong support for children's growing independence. Children are encouraged to make simple choices and decisions. For example, the childminder encourages them to choose which fruit they would like to eat at snack time and what toys they would like to play with next. She provides plenty of praise and encouragement. This helps to raise children's confidence and self-esteem. The childminder provides timely and gentle reminders to children to promote their positive behaviour. She supports children to play well together, as they take turns to push their cars and trucks around a toy garage. The childminder encourages children to share as they experiment at building towers with toy bricks.

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

- The childminder plans good opportunities for children to learn about wider world outside the setting. She plans visits to the local bakery, where children pretend to pay for their own goods. The childminder takes children to local playgroups, which helps them to develop their social skills.
- Children benefit from daily opportunities for fresh air and exercise in the childminder's spacious, enclosed garden. They learn about the natural world, such as through nature walks, as well as trips to wildlife centres and nearby woods.
- The childminder gathers general information on children's likes and dislikes when they start at the setting. This helps her to plan activities which she knows will interest them. However, the childminder does not always gather detailed and specific information on what children already know and can do, to accurately plan support for children's learning from the start.
- Children benefit from good support for their physical development. They stretch and climb during outside play and during visits to local parks and soft-play centres. Children strengthen their smaller muscles and develop coordination during craft activities, such as using gloop, paints and dough.
- The childminder provides strong support for children's developing communication and language skills. She talks to children about their play. The childminder repeats back children's words to show them that they are

understood. She repeats familiar stories and uses singing and rhyme to help embed and extend children's vocabulary.

- The childminder provides good support for children's mathematical skills through everyday play and activities. Children talk about the colour of fish in a story that the childminder shares. They discuss the patterns on their scales. Children count the number of cars they play with and discuss their size and weight.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She knows the benefits of partnership with other professionals in health and education, involved with the children in her care. This helps to create a consistent approach to support for children's learning. This includes good relationships which she has built with the local school children also attend.
- The childminder works closely with parents to help children to reach important milestones, such as feeding themselves and toileting. Parents speak highly of the service which the childminder provides. They praise the variety of activities on offer, the trips the childminder plans and the strong systems in place for communication.
- The childminder reflects well on experiences for children and gathers the views of parents, verbally and in written form. She uses this information to help plan continuous improvements at the setting.
- The experienced childminder keeps herself up to date through training and continuous professional development. She is passionate about the work that she does and is committed to providing a good-quality service to children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what might concern her about a child in terms of safeguarding. She knows who to contact and the processes to take to help keep children safe. The childminder has attended training in first aid and wider aspects of safeguarding. Her home is clean, comfortable and secure. The childminder has a good general awareness of how to teach children to keep themselves healthy and safe. For example, she supports children to wash their hands, testing the water first to make sure that it is not too hot. The childminder teaches children to carefully chop their fruit and use cutlery safely.

What does the setting need to do to improve?

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

- gather more detailed information from parents on entry, to plan, as accurately as possible, for children's learning from the start.

Setting details

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| Unique reference number | EY318757 |
| Local authority | Durham |
| Inspection number | 10276311 |
| 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 10 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 11 July 2017 |

Information about this early years setting

The childminder registered in 2006 and lives in Chester-le-Street. She operates all year round, from 6.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children.

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 plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including 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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