

Childminder report

Inspection date: 15 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and homely environment. It is evident that children have formed strong bonds with the nurturing childminder. On arrival, they settle quickly, showing that they feel safe and secure. Resources in the home are organised well to ensure that children can make choices about their play and learning. Children use their imagination and make links to experiences from home. They invite the childminder to join their imaginary play, making cups of tea and serving slices of pizza. Children excitedly explore the sensory activities on offer. They use their hands to mix oats and water together, describing it as 'mud'. Children confidently express their views while engaging in conversation with the childminder.

Children benefit greatly from opportunities to do things for themselves, such as taking off their coats, putting on their clothes and selecting a sticker to put on their chart. They participate in activities outside the home. For example, they attend role-play café, library, nursery and rhyme sessions. Here they meet new children and adults and develop confidence in new social situations. Children behave very well. They are continuously engaged in fun activities. They thrive on praise, showing high levels of self-esteem and confidence. This ensures that they are ready and well prepared for their eventual move on to nursery or school.

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

- The childminder has made improvements to her provision since the last inspection. She demonstrates a good understanding of child development and plans her curriculum effectively to build on what children already know and can do. She knows the children in her care well and can confidently talk about their capabilities. The environment is set up to reflect what the childminder knows the children like to do and the skills they are currently developing.
- The childminder has clear expectations for children's behaviour. She is a very good role model, who encourages children to share, be kind to others and use good manners. Children enjoy the childminder's company. She engages children well through her warm and loving interactions, which helps children to develop good levels of emotional well-being.
- The childminder supports children's speech and language development effectively. She engages children in regular conversation to extend and build on their communication skills. She listens to what children have to say and gives them time to respond to her questions. The childminder speaks clearly and uses repetition of language to help children say words correctly. Children have access to a range of books and independently seek out opportunities to look at pictures and read stories. They learn how to turn the pages in books and learn the names of animals and the sounds they make.

- Children use a variety of tools throughout their play. For instance, they use differently sized spoons and scoops to gather oats into containers. They manipulate small-world toys and pour water using various containers. These opportunities help to promote their muscle development. However, children do not have regular access to writing tools to enable them to practice their mark-making skills.
- Children have plenty of opportunities to develop their early mathematical skills. For example, while playing with small-world farm animals, they attempt to count how many they have. The childminder encourages children to consider which ones are the smallest and largest. Children start to use descriptive language, such as, 'It's like a big mountain.'
- The childminder has good partnerships with parents. She talks to them on a daily basis about children's achievements and seeks further information from them about children's learning at home. The childminder regularly asks parents for their views about the care and education she provides. Parents' comments are very positive and highlight the levels of progress children have made since the start of their attendance. The childminder has made links with other settings that children attend. However, communication is not effective in sharing information to ensure continuity of learning for each child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to keep her safeguarding knowledge up to date. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the procedures to follow to report a concern. This includes how she would respond in the event of an allegation being made against herself. The childminder identifies and successfully minimises potential risks in her home and garden. She ensures that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain entry.

What does the setting need to do to improve?

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

- provide more opportunities for younger children to develop and practise their mark-making skills
- persevere with efforts to establish effective working partnerships with other early years settings that children also attend, to enhance opportunities to support children's ongoing progress even further.

Setting details

Unique reference number	EY494407
Local authority	Durham
Inspection number	10245408
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	0 to 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 May 2022

Information about this early years setting

The childminder registered in 2015 and lives in Peterlee, Durham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder explained to the inspector how she decides what children need to learn.
- The childminder discussed a joint evaluation of an activity with the inspector.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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