

# Childminder report

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Inspection date: 16 June 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 have fun while they play and learn. For example, they giggle with glee while covering themselves with bubbles during water play. Children enjoy the childminder's company and demonstrate a strong sense of belonging in her care. Older children concentrate well during appealing activities. For example, they enjoy preparing food when they pretend to work in a restaurant. The childminder helps children to learn more, for example, by modelling mathematical language during the activity. Children learn about size and capacity and how to count and compare quantities. Toddlers grow in confidence, becoming increasingly independent in their play. They develop good physical skills, for example, when they use a push-along scooter.

Overall, all children achieve well, and the childminder supports their learning effectively. She identifies what children can already do, then plans ways to help them to learn more. Her ultimate aim is for children to be ready for their move on to school. This includes helping children to be confident and independent and to develop good manners and morals. Children are polite and helpful. They learn to do things for themselves, such as managing their own clothing and shoes.

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

- Children benefit from warm and caring relationships with the childminder, who is kind and attentive. This helps children to feel secure in her care. The childminder's gentle encouragement and frequent praise help to raise children's self-esteem. Children look to her for reassurance and glow with pride when they manage new tasks.
- Parents feel assured by the care that the childminder provides, and they report that their children are fond of her. They are active partners in their children's early education. The childminder supports this well and provides ideas for activities at home to extend children's learning. This contributes to the good progress that children make.
- Pre-school children are fluent and articulate. The childminder engages them in lively conversations that positively encourage their developing language skills. At times, however, her interactions with younger children are not focused as well as possible on helping them to hear, understand and learn to use new words.
- Children are curious and keen to learn. For example, they become engrossed when mixing a potion that they make with coloured foam and water. Older children show an interest in written words that they see on displays in the childminder's home. They recognise some letters, helping to prepare them for later learning in literacy.
- The childminder gets involved in children's activities to help them to learn through play. Occasionally, however, her attention becomes focused on the

most confident and forthcoming children. At such times, other children do not benefit as fully from the childminder's skilled teaching and guidance.

- Children benefit from a wide range of activities that builds on their experiences. The childminder provides opportunities for children to learn more about the world around them. Children enjoy visits to parks and riverside areas. They develop an early understanding of nature, for example, when they plant vegetables and tend to them as they grow.
- The childminder takes steps to keep children safe and healthy. For example, she ensures that they wear sun protection and drink plenty of water during hot weather. The childminder talks to them about nutrition while they enjoy snacks such as fruit. This helps children to understand about the importance of a healthy diet.
- Some children have had limited social experiences due to the COVID-19 pandemic. The childminder helps children to become more confident outside of her home, for example, while attending playgroups in the local community. This also helps children to experience being part of a larger group of children, preparing them well for nursery and school.
- The childminder evaluates her provision and seeks ways to strengthen her practice. For example, she has researched ways to develop her outdoor play space. This has helped the childminder to provide more learning opportunities for children who prefer to be outdoors. This demonstrates a good capacity and commitment to ongoing improvements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date by attending relevant training courses. This has helped her to learn more about how the issues in the wider community can make families vulnerable and put children at risk from harm. The childminder knows about the signs and symptoms of abuse. She knows how to record and report any concerns she may have about a child's welfare. The childminder completes risk assessments to check that her home is safe and suitable for children. She understands the importance of recording and reviewing children's accidents to further ensure their safety and well-being.

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

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

- strengthen interactions with younger children to increase their opportunities to clearly hear, understand and learn to use new words
- increase awareness of children who are more reluctant to join in and help them to engage more consistently in the effective learning opportunities that are provided.

## Setting details

<b>Unique reference number</b>	EY363487
<b>Local authority</b>	Durham
<b>Inspection number</b>	10288948
<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>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	7 November 2017

## Information about this early years setting

The childminder registered in 2007 and lives in Consett in County Durham. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4. She provides funded early education for three-year-old children.

## Information about this inspection

**Inspector**  
Clare Wilkins

## 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 her evaluation of the setting.
- The childminder spoke to the inspector about her early years curriculum.
- The inspector viewed the premises and talked to the childminder about how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children. She assessed the quality of education and the impact on children's learning.
- The childminder discussed leadership and management matters and provided a range of documents for inspection.
- The inspector took account of parents' views through written feedback that was provided. She interacted with children at appropriate times during the inspection.

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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