

# Childminder report

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Inspection date: 25 July 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 thrive in the care of this childminder. This is a view shared by parents. They comment that they could not be happier with the care the childminder provides. The childminder builds very strong attachments with babies. She plays games, such as peekaboo. She cuddles and reassures babies when they are tired. Babies are content and happy. They demonstrate this as they fall asleep in her arms. They demonstrate good levels of curiosity for their age. The childminder teaches children how they can keep themselves safe. For example, she helps older children to understand how to use the slides and climbing frames safely.

The childminder wants children to be the best they can be. She has a clear plan for what she wants children to learn. For example, she plans what skills children need to learn before they start school. She provides opportunities for children to learn nursery rhymes. The childminder helps children to listen and become confident communicators. Children develop good attitudes to learning. Younger children are inquisitive and keen to explore their environment. Children follow the childminder's rules carefully, for example, as they play in the park or go to school.

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

- The childminder talks confidently about children's learning and what she wants them to learn next. She sets up her environment with this learning in mind. For example, she puts out musical instruments and toys that make a noise to help young children to develop their curiosity. Babies quickly crawl off and explore their environment with confidence and independence.
- Children develop an excellent relationship with the childminder. Babies thoroughly enjoying playing with a ball with the childminder. They giggle and kick their legs with excitement as they pass the ball. They demonstrate their enjoyment as they return to the activity later on. This helps them to develop good attitudes to their play and learning.
- The childminder has a very strong understanding of how she can support children's communication and language. This is evident as she sings to babies slowly, maintaining very good eye contact throughout. She talks to them constantly, using single words and phrases. This helps babies to begin to attempt some of the sounds the childminder makes. For example, when the childminder talks about the noise a cow makes, babies attempt to copy the sound.
- The childminder places a high priority on books and stories. She sits next to children and talks about the illustrations and points at other things on the page. From an early age, children enjoy turning the pages and delight in the illustrations they see.
- The childminder provides parents with a detailed summary of children's progress

at the age of two. She talks about what children can do across the whole curriculum. However, the childminder does not always highlight areas where children's progress is less than expected. The childminder agrees she needs to improve this further to ensure children get the help and support they may need from other professionals.

- The childminder has a good relationship with parents. She gathers detailed information about where children are, as well as their likes and dislikes. She talks to parents about what children are currently working on. The childminder suggests things that parents can do at home. An example of this is when the childminder sends home information to parents about books and nursery rhymes before the summer holidays.
- The childminder talks confidently about how she helps children to develop their early writing skills. For example, she encourages three-year-old children to develop their small-muscle skills through activities, such as threading and chalking. However, her curriculum is not yet sufficiently well sequenced in this area. Not all activities support children's stage of development. The childminder is aware that she needs to develop her understanding of this further.
- The childminder is committed to her professional development. She undertakes reading and research in her own time to help her to meet children's needs effectively. For example, she has recently carried out extensive research and training on caring for babies. This has helped her to meet babies needs effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. Her home and garden are safe and secure. This prevents unauthorised visitors entering the premises. She supervises children carefully to reduce the risk of accidents. The childminder has a good understanding of child protection. She attends a range of training, along with her assistant, to keep their knowledge and skills up to date. The childminder discusses the signs and symptoms that may indicate that a child is suffering from abuse. She talks confidently about what she would do if she had any concerns about children's welfare.

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

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

- improve how assessments are used, to share more information about areas where children need further support to ensure they get the help they need
- sequence the curriculum for children's early writing more effectively, to ensure activities support children's stage of development.

## Setting details

<b>Unique reference number</b>	EY418858
<b>Local authority</b>	Durham
<b>Inspection number</b>	10301363
<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 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	24 January 2018

## Information about this early years setting

The childminder registered in 2010 and lives in Shotton. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a level 3 childcare qualification. She occasionally works with an assistant. The childminder provides funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

## 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 childminder.
- The childminder showed the inspector around her home and explained how she organises her provision.
- The inspector observed children playing and learning.
- Parents provided written feedback and completed the childminder's questionnaires to share their views.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector viewed a range of documents, including those relating to the suitability of the childminder and other members of her household.
- The childminder explained how she keeps children safe and manages her provision.

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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