

Childminder report

Inspection date: 27 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's care. They enjoy spending time with her. For example, they thoroughly enjoy playing with the blocks. Toddlers seek out the childminder for reassurance as they climb on her knee. The childminder is on hand to provide support. Children say they love going because they play, learn and have fun. The childminder keeps children safe. She teaches children how to walk next to the pushchair. For example, children hold onto pushchair straps to walk safely outside.

Children behave well. The childminder has high expectations for their behaviour. She reminds children of the importance of tidying up. From a very young age, children learn to tidy up. This is evident as toddlers put the blocks away when they finish using them. The childminder has thought carefully about what she wants children to learn. She makes good use of opportunities to develop children's learning. An example of this is when the childminder demonstrates counting with numbers in order as toddlers build with blocks. Parents comment on how much the childminder helps their children to develop and get ready for nursery.

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

- The childminder plans her curriculum and environment carefully. She puts out resources to support children's age and stage of development. For example, the childminder places blocks on a small table to support children's concentration and physical skills.
- The childminder places a high priority on developing children's communication and language. She talks to children constantly and helps them to develop their understanding. However, at times, the childminder does not adapt her language when talking to babies and toddlers. Sometimes, she speaks in long phrases or asks questions. This does not always help young children to hear key words and expand their vocabularies.
- The childminder provides a range of opportunities to support children's learning. She knows where children are in their learning and knows what she wants them to learn next. For example, the childminder helps younger children to develop their small-muscle skills as they build with blocks. She provides opportunities for them to roll the balls. This helps children to make good progress.
- The childminder is caring and attentive, particularly with babies. For example, she notices when they are tired and adapts her routine to meet their needs. She knows children well and identifies when children are showing signs of being unwell and takes effective action.
- Children begin to develop their concentration. For example, they engage well as they try to put bangles on a stalk. Children thoroughly enjoy taking them off and scattering them on the sofa. They show similar levels of engagement as they

scatter the balls outside. This helps children to develop good attitudes to their learning.

- The childminder helps children to understand how they can keep themselves healthy. For example, she talks to children about healthy meals and snacks. The childminder talks to parents about healthy meals and encourages them to provide meals with plenty of fruit and vegetables. However, sometimes the childminder does not give consistent messages regarding oral health. Although she talks about foods that are good for children's teeth, she does not reinforce this consistently at mealtimes.
- The childminder has a good relationship with parents. She finds out a range of information about what children have been doing at home. She talks to them about what children have been doing in her care. The childminder talks to parents about what she wants children to learn next. For example, she shares how she will be working on independence to help children to get ready for school.
- The childminder attends a range of training and reflects on her practice as a result of this. However, her programme of professional development is not yet sufficiently focused on meeting the needs of babies and younger children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how she can keep children safe. For example, her doors are locked to ensure that children cannot leave the premises unattended. She has good procedures in place to make sure that children are only collected by authorised people. The childminder has a good understanding of the signs and symptoms that may indicate that a child is suffering from abuse. She knows the procedures she must follow if she had a concern. The childminder has a strong understanding of a range of safeguarding issues, such as the 'Prevent' duty.

What does the setting need to do to improve?

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

- adapt language more effectively when talking to younger children
- provide more consistent messages about how the foods which children eat support their oral health
- focus professional development more effectively on meeting the needs of babies and younger children.

Setting details

Unique reference number	313695
Local authority	Durham
Inspection number	10301355
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	5
Date of previous inspection	23 January 2018

Information about this early years setting

The childminder registered in 2000 and lives in County Durham. She operates all year round, from 7.45am to 5pm, Monday, Wednesday and Thursday, during term time, except by prior arrangement. The childminder holds an early years qualification at level 3. She provides early funded education for 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 setting.
- The childminder showed the inspector around her home and explained how she plans for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents and children provided feedback for the purpose of the inspection.
- The childminder evaluated an activity with the inspector.
- The inspector observed children playing and learning.
- The childminder showed the inspector a range of documents, including those relating to the suitability of herself and other 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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