

# Childminder report

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Inspection date: 26 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**

The childminder is warm, caring and kind. Children very much enjoy the time that they spend in her care. They have good relationships with each other and the childminder, who gives them her undivided attention. This helps children to build strong relationships with her. The childminder teaches children how to keep themselves safe. For instance, children practise evacuating the premises in case of an emergency and learn about road safety.

The childminder plans a curriculum that helps all children to make progress. She takes account of what children need to learn next. The childminder provides activities, such as creative tasks, which follow children's interests. These motivate and engage children. Children persevere and concentrate during activities, such as when completing jigsaw puzzles, they try hard until all the pieces fit. Children show pride in their achievements. For example, they run to the hall to put their pictures in their bags to take home and share with their parents.

Children have lots of opportunities to play outdoors in fresh air and develop their physical skills. The childminder takes them to the park and for walks in the local woodland. Children go to local playgroups each week. This gives them the chance to play in a larger group of children and further develops their social skills. Children enjoy visiting the library regularly each week. They choose their favourite stories to read. Children eagerly recall books, such as 'We're Going on a Bear Hunt', talking about how they pretended to go through the 'squishy, squashy grass'.

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

- The childminder has a clear intent for the curriculum. She wants all children to gain a good foundation for their future learning and prepare them for later life. The childminder adapts activities so that all children can extend their learning.
- The childminder shares lots of information with parents about their children's learning and development. She sends home photos and makes time to give parents daily feedback at pick-up times. The childminder shares information about younger children's needs through a daily diary.
- Parents are very positive about the care that their children receive. They feel lucky to have found such a dedicated childminder. Parents comment that their children are welcomed into a loving family home. They say their children have made particularly good progress in their social and communication skills.
- The childminder promotes healthy eating with children. Children enjoy nutritious and home-cooked foods. They independently feed themselves and are encouraged to drink water to stay hydrated. The childminder makes sure that food, such as grapes, is chopped up to prevent the risk of children choking.
- Children are very confident and sociable, and they have good attitudes to their

learning. Their behaviour is excellent. Children listen carefully to the childminder's instructions, who teaches them how to share and take turns. For instance, young children wait patiently for their turn during a board game.

- Children have lots of opportunities to practise their fine motor skills in preparation for early writing. They use glue, stickers and shapes to make pictures. Older children attempt to write their name on their creations.
- The childminder constantly develops children's communication. Children engage in lively conversations. The childminder listens when children talk about their home experiences and things that are important to them. She extends children's language and their vocabularies when they play.
- The childminder works well with other settings and schools to complement children's learning. She attends whole-school events, such as those based on celebrations, to share children's experiences. The childminder finds out what older children are learning at school and provides activities to extend their learning, such as telling the time.
- Children have a voice in the setting. The childminder plans the environment so that children can choose what they want to play with. She involves children in making decisions, such as where they would like to go on outings.
- The childminder knows how to support children with special educational needs and/or disabilities. She uses her observations to identify any gaps in children's development. The childminder recognises the importance of working with other professionals, such as health visitors and speech and language therapists, to support children even further.
- The childminder makes sure that she attends all statutory training, such as safeguarding and first aid. However, she recognises that she does not focus her professional development on enhancing the quality of education to an even higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to keep children safe. She recognises the possible signs of abuse and understands how to report any concerns. The childminder supervises children well. She completes daily checks to make sure that her home is safe and secure for children to play and learn in. The childminder makes sure that children are safe on outings, such as younger children wear backpacks with reins.

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

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

- focus professional development opportunities to enhance the quality of education further.

## Setting details

<b>Unique reference number</b>	313835
<b>Local authority</b>	Durham
<b>Inspection number</b>	10301319
<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>	2 to 11
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	16 January 2018

## Information about this early years setting

The childminder registered in 1995 and lives in Ouston, County Durham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Vincent

### 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 showed the inspector around the areas of her home that children use. She talked about the curriculum, resources and activities that she provides for children.
- The inspector and the childminder reflected together on children's play during the inspection.
- The inspector observed children playing indoors and during activities.
- The childminder held a meeting with the inspector. The inspector checked a range of documentation, including the childminder's qualifications and training records.
- The inspector took account of the written views 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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