

# Childminder report

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Inspection date: 4 September 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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

The childminder has worked to improve on the areas of concern highlighted at her previous inspection. She has reflected on her practice and ensures that she provides opportunities to motivate children and move their learning forward during her interactions. For instance, when supporting children to name toy animals, the childminder allows children time to practise the pronunciation of the word 'tiger', rather than pronounce it for them. When children achieve this, she provides enthusiastic praise. The childminder encourages children to make different animal noises to extend their oral skills. Children are excited to join in and happily practise making different roaring sounds.

The childminder places a focus on children sharing and playing collaboratively. She models good manners, and children respond to this by showing kindness as they play with their friends. For example, children help to pick up balls which their friends have dropped on the grass. Young children enjoy taking responsibility and building their independence. For example, they carry out tasks such as collecting the drinks bottles for their friends, and they show pride in their accomplishments.

Children develop a wide range of skills when they play in the garden. For example, they use space hoppers, which helps to develop their core muscle strength and balance. Children delight in rolling balls through tubes and splashing together in the paddling pool. They demonstrate curiosity and wonder as they make wet footprints on the patio.

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

- The childminder uses her detailed knowledge of each child's interests and stage of development to plan and sequence the curriculum. For example, where young children show an emerging interest in throwing objects, the childminder recognises this as gross motor development. She purposefully plans opportunities to support and extend these developing skills. For instance, the childminder provides plastic balls with a paddling pool for children to throw them into. As a result, children are highly engaged in their play and demonstrate clear progress in strength, coordination and confidence as they take part.
- The childminder supports children's developing language skills through stories and nursery rhymes. She talks kindly to children and her teaching of language is appropriate for children's ages. For example, when children play with shape sorter objects, the childminder gives younger children a choice of two objects and helps children to name them. The childminder provides older children with greater challenge, for example by identifying and naming light and dark shades of colours.
- The childminder ensures that all areas of learning are brought into children's

activities and experiences. For example, she takes children on trips to the local woodland and town market, which helps to develop their knowledge of the world and sense of community.

- As a result of the familiar daily routines, children are calm and show an understanding of the expectations for their behaviour in the setting. The childminder includes toilet training in the routine. Young children show high levels of confidence and interest in using the potties either independently or with support from the childminder. At mealtimes, children show independence as they choose their seat and wait patiently for their food. However, the childminder has not thoroughly supported children's understanding of the importance of some hygiene routines, such as handwashing.
- Parents speak positively about the setting. They state that their children are very happy and thriving in the setting. Parents value the clear communication that they receive from the childminder and say they are kept well informed about their children's progress. In particular, parents praise the homely environment and the secure relationships their children have made with the childminder and the other children who attend.
- Since the last inspection, the childminder has developed her process for recording the progress check for children aged between two and three years. She ensures that this is a comprehensive reflection of children's abilities and areas for development.
- The childminder ensures that children's progress and next steps in learning are shared with parents and other settings when children move on. This ensures that all those involved in caring for children have access to information to help to support them in their development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder uses daily risk assessments to ensure that the children in her care are kept safe on and off the premises. She makes sure that her home is clean and tidy, enabling children to learn and play in safety. Since her last inspection, the childminder has accessed training to improve her knowledge and understanding of safeguarding and child protection matters, including radicalisation, child exploitation and county lines. The childminder demonstrates a secure knowledge of the signs and symptoms of abuse and is confident in her duty to make referrals if she has concerns about the welfare of a child or family.

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

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

- develop a consistent approach to handwashing routines, to further develop children's knowledge and understanding of their personal care.

## Setting details

<b>Unique reference number</b>	EY477480
<b>Local authority</b>	Durham
<b>Inspection number</b>	10286890
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	23 March 2023

## Information about this early years setting

The childminder registered in 2014 and lives in Barnard Castle, County Durham. She operates all year round, except for bank holidays and family holidays. The childminder provides care from 7.30am to 6pm, Monday to Thursday. On Friday, she provides care from 7.30am to 3.30pm. The childminder holds an early years qualification at level 3.

## Information about this inspection

**Inspector**  
Dani Taylor

## 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 setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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