

Childminder report

Inspection date: 15 September 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 form strong attachments with the childminder in her warm and homely environment. Her nurturing approach allows children to feel safe and secure. The childminder gives children support when needed. For example, when children become upset, the childminder is quick to offer reassuring cuddles to comfort them. The childminder ensures that there are many resources available to children, inside and outside, such as building with bricks or role play. This helps to support children's independent choices and collaborative play. The childminder talks to children during their play. She extends children's sentences and introduces new vocabulary to build their language and communication skills. Children constantly speak to the childminder, who sensitively repeats words back emphasising the correct pronunciation. This reinforces children's vocabulary development.

Children go out on daily outings, such as to local parks, where they have many opportunities to be physical. For example, they can run, climb up the slides and help each other on the swings. This helps to develop children's gross motor skills, such as body balance and coordination. Children attend different activities in the local area, including children's groups and the library. This helps children to have experience of their diverse community and develops their confidence in their surroundings.

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

- Children have regular opportunities for fresh air and exercise. For instance, they play in the childminder's garden and regularly go on walks to the nearby park. The childminder meets up with other childminders and their children in the local community. This helps children to develop good social skills and make new friendships before they go to school. The childminder gives children an awareness about others who are similar and different to them. For instance, children learn about different religious festivals, such as Chinese New Year, with the childminder.
- Children are independent and confident in their play. They select their own activities and help to tidy away at the end of the session. The childminder supports children to develop skills in counting and shape recognition. However, at times, the childminder does not consistently provide extra challenge to build on what children already know and can do, to extend their learning to the highest possible level.
- Books are extremely important to the childminder. She has a great love of literacy and is passionate about ensuring that children have access to a wide range of story and factual books. Children enjoy sitting and reading with the childminder and ask questions about the books. Children are eager to repeat favourite phrases as they read the story of 'The Three Little Pigs'.

- The childminder is an excellent role model for children. She treats children with respect. The childminder highlights the importance of taking turns during activities and understanding the consequences of their actions on others. This supports children to behave well and show care, consideration and the same respect towards their friends.
- The childminder follows flexible routines to meet children's needs. She responds quickly when children are tired or hungry. The childminder encourages children to learn independence skills. For example, children help to prepare their snack, clean their hands before eating and learn to use the toilet. The childminder talks to children about healthy food choices and encourages them to drink water at regular intervals.
- Partnerships with parents are excellent. From the very start, the childminder ensures that parents feel welcome into her home and keeps them very well informed about every aspect of their child's care and education. Parents comment that the childminder 'always has their children's interests at heart and she is fantastic and a blessing'.
- The childminder reflects on her practice. She discusses activity ideas and best practice with other local childminders. This helps her to keep up to date with new ideas and to keep children motivated to learn. The childminder continues to develop her effective knowledge and skills. For instance, she has completed courses on reading stories for babies. This has helped the childminder to adapt her practice to ensure that children remain engaged with stories.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes updated training for safeguarding and paediatric first aid to keep her knowledge current. She knows the possible signs and symptoms of abuse that may mean a child is at risk of harm. The childminder knows the recording and reporting procedures for concerns about children's welfare and if there are allegations about her or other household members. She reviews and adapts risk assessments to make sure that potential hazards are removed or eliminated to keep children safe.

What does the setting need to do to improve?

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

- provide extra challenge for children and build on what they already know and can do, to extend their learning to the highest possible level.

Setting details

Unique reference number	313615
Local authority	Durham
Inspection number	10301298
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 7
Total number of places	6
Number of children on roll	13
Date of previous inspection	11 January 2018

Information about this early years setting

The childminder registered in 1996 and lives in Blackhill. She operates during term time, from 6.45am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 took this into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum supports children's progress.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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