

Childminder report

Inspection date: 13 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 are very happy in the childminder's care. They enjoy spending time with her. For example, children come to see the childminder for cuddles. They snuggle up to the childminder as they look at books. Parents say their children love going to the childminder's house. They comment that the childminder goes above and beyond to support children and their families. The childminder teaches children how to keep themselves safe. For example, she talks to them about how to hold knives. The childminder reminds children to put knives on the table when not in use. Three-year-old children use knives safely and with control.

Children begin to develop their concentration. For example, they generally concentrate well as they listen to stories. Older children persevere well as they chop fruit, even when the fruit slips from under the knife. The childminder gives children time to work things out for themselves. With this approach, three-year-old children quickly learn how to hold the fruit with their other hand as they cut it. The childminder plans her curriculum and environment carefully to help children to make good progress. She puts out resources to support children's age and stage of development. The childminder focuses on developing the communication and language of younger children. She speaks in simple phrases and toddlers copy the childminder and expand their vocabularies.

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

- 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 supports children to develop their independence in preparation for school. Children clear their plates and put them in the sink following lunch.
- The childminder is caring and attentive, particularly with babies and toddlers. For example, she notices when they are tired and adapts her routine to meet their needs. The childminder adjusts her routine to ensure that younger children have plenty of opportunities to sleep. She helps older children to develop an awareness of younger children's needs. For example, the childminder explains how they need to use quiet voices to give younger children a chance to have a good sleep.
- The childminder has high expectations of children's behaviour. She makes good use of opportunities to remind children of her rules. This is evident when children run and climb on the chair. The childminder asks children if she allows that. Children quickly respond and climb down, demonstrating a growing awareness of the rules and boundaries.
- The childminder is keen to develop children's mathematical skills. For example, she talks to children about how many children there are at the table. However,

during the inspection, older children have fewer opportunities to count objects accurately. For instance, the childminder often points to the objects as children say the numbers. This does not always help older children to extend their counting skills.

- The childminder supports children's health exceptionally well. She provides a range of healthy meals. Parents of younger children liked the support the childminder gave them as they weaned their babies. They comment that she introduced their babies to a variety of foods and flavours. The childminder teaches children the importance of washing their hands from a young age.
- The childminder provides opportunities for children to develop their literacy skills. For example, children look at books and talk about the illustrations. They also develop their writing skills, for example, as they draw on pads and paper. However, the childminder lacks an in-depth understanding of the ways to support older children's literacy skills in preparation for school. Occasionally, activities lack sufficient challenge because of this.
- The childminder has a good relationship with parents. She finds out a range of information about what children have been doing at home. The childminder talks to them about what children have been doing in her care. She talks to parents about what she wants children to learn next. For example, the childminder explains how she will be working on independence to help children to get ready for school.
- The childminder generally has a good attitude to keeping her knowledge and skills up to date. She attends training that she identifies would improve her practice and reflects on her practice as a result of this. For example, the childminder looks at training to support babies' and toddlers' language and development. She attends local authority meetings and acts on any advice and support given.

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. 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 guidance. She shares information with parents about how they can keep their children safe online.

What does the setting need to do to improve?

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

- help older children to develop greater accuracy in counting to help them to make

even more progress in mathematics

- strengthen understanding of the ways in which to support older children to develop their literacy skills in preparation for school.

Setting details

Unique reference number	EY465399
Local authority	Darlington
Inspection number	10288880
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	11
Date of previous inspection	3 November 2017

Information about this early years setting

The childminder registered in 2013 and lives in Faverdale, Darlington. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide early education 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 setting.
- The inspector talked to the childminder about how she organises her curriculum.
- 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 her suitability.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection and the inspector also spoke to some parents to gather their views.
- The childminder explained how she keeps children safe and manages her setting.

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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