

# Childminder report

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Inspection date:

18 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

The childminder collects lots of information from parents when children first start. She finds out about children's likes, dislikes, routines and current levels of development. This supports her to help children to settle well. Children are happy and engaged in their play. They have lovely relationships with the childminder, who is kind, caring and warm. The childminder knows children well and what she wants children to learn next. She plans activities which follow children's interests and help them to make progress. For instance, when children are learning about colours, the childminder provides colourful construction resources and different-coloured ice cubes. Children engage in imaginative play and have ideas.

The childminder keeps children safe. She teaches children the importance of not climbing on furniture and cuts their grapes up to prevent choking. Children listen to the childminder's clear instructions and behave well. The childminder respects children's views and gives them choices, such as about what they would like to play with. She explains what is happening next. This helps children to be confident and feel valued. The childminder provides opportunities for children to play outdoors in the fresh air. Children enjoy visits to local parks, museums and soft-play centres. This helps them to develop their physical skills and knowledge of the world around them.

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

- The childminder observes children closely. This helps her to monitor children's progress and plan for their next steps in development. The childminder accurately evaluates activities and what children are learning.
- Children gain good independence skills. Younger children confidently feed themselves and drink from open cups. The childminder teaches children how to put their coats and shoes on in preparation for school. She encourages parents to send in healthy lunches and provides fruit and water for children's snack.
- Parents are positive about the childminder's service. They appreciate the childminder's flexible settling-in arrangements. Parents comment that their children are very happy in the childminder's care and love coming to the setting. They say that their children have made good progress, especially in their communication skills.
- The childminder shares information with parents about their children's learning and development. She gives parents daily verbal feedback and sends them photos of their children engaged in activities. The childminder gives parents ideas of how they can support their child's learning at home.
- The childminder helps children to be confident communicators. She engages children in conversations about their home experiences and provides a commentary on their play. The childminder introduces new vocabulary as

children play, such as 'freezing' and 'cold' to describe ice.

- Children sing lots of songs with the childminder. They join in with the words and the actions, giggling during their favourite songs, such as 'Old McDonald's Farm'. The childminder makes sure that children can access lots of books. She takes children to the library. This helps children to develop their early literacy skills.
- The childminder develops children's mathematical skills when they play. She counts at every opportunity and teaches children about colours and shapes. Toddlers confidently count to five and begin to show an interest in numbers.
- Children have lots of opportunities to develop their hand-to-eye coordination. They eagerly make marks on paper with coloured rice, chalk on boards and join construction pieces. This helps to prepare children for later writing.
- The childminder offers an inclusive setting and works with other professionals to meet the needs of children with special educational needs and/or disabilities. She puts individual strategies in place to support children. The childminder finds out what children are learning at school, so she can complement this in her setting.
- The childminder attends all statutory training, such as safeguarding and first aid. She takes part in online webinars which interest her. However, the childminder does not focus her professional development precisely to enhance individual children's learning.
- Children have lots of opportunities to engage in imaginative play. For instance, they pretend to feed, dress and rock dolls to sleep. However, at times, in her enthusiasm, the childminder does not support children to have a go and work things out for themselves, such as attempting the fastening on the doll's clothes.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She risk assesses her premises and outings to help to prevent accidents. The childminder has a good knowledge of the signs and symptoms of abuse. She understands about a range of different types of abuse. The childminder knows who to contact to report any concerns she may have. She keeps her premises secure to further protect children.

## 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 on developing knowledge to a higher level to enhance individual children's learning
- support children more consistently to have a go, investigate and work things out for themselves during their play.

## Setting details

<b>Unique reference number</b>	EY495705
<b>Local authority</b>	Durham
<b>Inspection number</b>	10304998
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	7 February 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Newton Aycliffe. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers early funded education for children aged two, three and four years.

## 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 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.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The childminder evaluated children's learning with the inspector.
- Parents shared their views 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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