

Childminder report

Inspection date: 19 October 2023

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this very friendly and welcoming setting. They develop their senses as they explore with natural materials, such as pumpkins and pine cones. Children are very curious, focused and eager to learn. For example, they concentrate fully as they fill and empty different-sized containers with conkers.

The childminder has superb relationships with the children in her care. They form very close bonds and clearly enjoy each other's company. The childminder is very gentle, caring and kind. She provides plenty of clear praise and encouragement. This helps boost children's confidence and self-esteem.

The childminder provides outstanding support for children's personal, social and emotional development. Very consistent and secure daily routines help to settle children and make them feel safe and secure. Support for children to manage their own behaviour is outstanding. The childminder is very responsive and respectful. She is an excellent role model who encourages children to use manners and develop their social skills. The childminder supports children extremely well to develop their independence in readiness for their move to school or the next stage in their learning. She encourages children consistently to do things for themselves when they can. Children learn to zip up their coats, wash their hands, carry their own bags, choose their toys and tidy away.

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

- The experienced childminder knows the children in her care very well. She carries out very detailed and thorough assessments of their learning and shares these with parents. She uses this knowledge to provide activities she knows will challenge and interest children and help her to plan precise support for their future learning.
- The childminder skilfully supports children's learning as they play. For example, she encourages children to explore as they play with wooden spinning tops, sponges and sensory balls. The childminder provides clear instructions and clearly models new skills to support their learning.
- The childminder supports children to persist and solve problems themselves. For example, when children roll conkers down cardboard tubes, the childminder patiently supports them to work out for themselves the reason why they become stuck and how to solve the problem.
- Children have rich opportunities to learn about nature and the natural world. They go on autumn walks and plan to make bird feeders to use in the childminder's enclosed garden. Children water vegetables and pick fruit at the childminder's allotment. They bring vegetables back to eat and help to make pumpkin soup and salads.

- The childminder provides excellent support for children's developing communication and language skills. She uses puppets and objects to help bring stories and songs to life. The childminder emphasises new words to children as she shares stories. She repeats children's words back to them to show them they are valued and understood.
- There is very strong support for children's physical development. For example, children attend weekly dance sessions and benefit from exercise and fresh air daily. They develop different ways to use their hands as they build towers and explore with toy cars and figures.
- The childminder provides excellent support for children's mathematical understanding. Children sort and separate conkers and pine cones. They count the number of pumpkins and explore their different colours, sizes and textures.
- Children learn about life outside the childminder's setting through trips around their local community. For example, they visit the local post office where they buy stamps to post letters. They visit the library, pet shop and have breakfast together in a local cafe.
- Parents have very high praise for the childminder who they describe as professional and dedicated. They describe the childminder's home as a positive, safe and stimulating environment. Parents say that the childminder cares deeply for children and that the care she offers is exceptional.
- The childminder has completed training relating to care for children with special educational needs and/or disabilities. She understands the importance of working with other professionals in health and education who are involved with the children in her care.
- The childminder reflects very well on children's progress and experiences. She communicates very effectively with parents and gathers their views verbally and through written questionnaires, daily diaries and detailed learning journals.
- The childminder keeps her practice up to date and shares ideas and good practice with other childminders. She is passionate about her work and outcomes for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of her role and responsibility in relation to keeping children safe. This includes all aspects of safeguarding. The childminder holds a certificate in first aid. She completes safeguarding training to keep her knowledge up to date. The childminder knows what might concern her about a child. She knows who to contact and the processes to take to help keep children safe. The childminder understands the importance of teaching children to keep themselves safe and healthy. For example, she teaches children about the importance of road safety and good hygiene routines.

Setting details

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| Unique reference number | 313588 |
| Local authority | Durham |
| Inspection number | 10301277 |
| 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 11 |
| Total number of places | 6 |
| Number of children on roll | 16 |
| Date of previous inspection | 4 January 2018 |

Information about this early years setting

The childminder was registered in 2000 and lives in Newton Hall, Durham. She operates all year round, from 7am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Julie Foers

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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and suitability of those living on the premises.
- The childminder and the inspector reflected on children's learning together. The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector took account of the 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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