

Childminder report

Inspection date: 26 October 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

The childminder is caring, welcoming and kind. She has lovely relationships with the children in her care. They form close bonds and obviously enjoy each other's company. The childminder is a good role model, who provides strong support for children's personal, social and emotional development. She encourages children to use manners and teaches them to respectfully look after their books and toys. The childminder provides clear praise and encouragement. She helps children celebrate their achievements by clearly displaying their artwork, for example. This helps boost children's confidence and self-esteem. Children benefit from secure daily routines and are settled and happy. They are busy in their play and concentrate as they help to thread conkers and spread paper with glue.

The childminder provides good support for children's growing independence. She encourages children to wash their hands, peel their fruit and clear away their plates after mealtimes. The childminder provides good support to children to help them manage their feelings and behaviour. Children learn to take turns and share as they play with board games and puzzles. The childminder teaches children to play cooperatively and be kind to their friends. She supports them to learn key life skills, such as road safety and how to behave around and care for pets.

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

- The childminder evaluates children's learning and progress regularly and uses this information to help plan next steps in their learning. Support for learning is tailored and individual to each child.
- The childminder models new skills well and provides clear instructions. For example, she shows children how to tear and stick paper to make pictures of ghosts for Halloween.
- The childminder plans activities she knows will interest children and challenge them. She follows children's lead in play. However, during creative activities, she does not always maximise opportunities for children to make their own choices and decisions, to develop confidence in their learning.
- There is strong support for children's communication and language development. The childminder introduces new words to help children expand their vocabularies. She talks to children as they play and shares stories, songs and action rhymes.
- The childminder plans good support for children's physical development. Children develop flexibility as they stretch and climb on play equipment in the childminder's enclosed garden. They develop core strength as they balance on push-along toys and practise riding bikes.
- Children learn to develop coordination as they practise skills to help them tie shoelaces, close zips and fasten clothes. They learn different ways to use their

hands as they take part in craft activities, explore with sand and practise cutting safely with scissors.

- Children learn about the natural world. They plant and water flowers and visit parks and local nature reserves. Children explore with natural resources as they thread conkers and print with leaves.
- The childminder plans trips and outings around the local community to help children learn about life outside the setting. Children attend local playgroups, travel by bus and visit the local post office and shops.
- Parents praise the childminder and the service she provides. They praise the activities on offer and the progress their children make. Parents appreciate the childminder's use of daily diaries to help keep them informed.
- The childminder gathers detailed initial information on children's learning from parents. She gets to know children well over time, however, there is scope for her to gather more comprehensive information on children's home routines and experiences from the outset.
- The childminder keeps her skills and knowledge up to date. She completes training, for example, on supporting children with special educational needs and/or disabilities. The childminder is reflective. She gathers parents' feedback and shares ideas and practice with other childminders.
- The experienced childminder has a strong knowledge of how children develop. She is dedicated to preparing children well for their move on to nursery or the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed training in safeguarding. She holds a certificate in first aid. The childminder has a good understanding of her role and responsibilities in relation to children's safety. She knows what might concern her about a child, who to contact and the processes to take to help keep children safe. The childminder provides good support to children to teach them how to keep themselves safe. For example, she reminds children to tidy away their toys and not to run inside, in case they trip. The childminder teaches children about road safety on daily walks to and from the local school.

What does the setting need to do to improve?

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

- develop opportunities for children to make their own choices and decisions, particularly during creative activities
- gather more detailed information from parents when children first start about home routines and experiences in order to complement and build on these from the outset.

Setting details

Unique reference number	EY338676
Local authority	Durham
Inspection number	10311636
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 April 2018

Information about this early years setting

The childminder registered in 2006 and lives in Durham. She operates all year round from 7.30am to 6pm, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and is in receipt of funding for two-year-old children.

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 inspector reflected on an activity together. The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector took into account the views of a number 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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