

Childminder report

Inspection date: 16 January 2024

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 has excellent relationships with the children she cares for. Children are very happy when playing and exploring in her home. They show their close bonds with the childminder as they snuggle into her lap to listen to favourite stories. The childminder takes time to respond to children's needs and interests. For instance, when children show an interest in looking out of the window, the childminder supports them with vocabulary to talk about the different things they can see in the garden, such as clouds and birds.

The childminder provides an ambitious curriculum, which aims to support all children in key areas of learning before they move on to attend nursery. This includes skills in personal care and independence, such as dressing and using the toilet. Trips and visits are also an important feature of the curriculum here. The childminder carefully selects venues for outings to ensure that children will experience highly stimulating experiences.

The childminder has high expectations of children's behaviour. Children learn to develop their focus and concentration skills, for example, when learning to use scissors. She actively teaches important social skills, such as sharing and turn taking. Children respond well to this and show care and kindness to their friends as they play together.

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

- The childminder's curriculum has a particular focus on communication, social skills and physical development. Children's learning is carefully sequenced in these areas to ensure that they make good progress. The childminder also supports children to learn about the world around them, for example, through growing and tasting their own vegetables in the garden.
- The childminder routinely evaluates the experiences she provides, to ensure children receive a robust curriculum which meets their needs. For instance, when she observes children showing less interest on regular outings, she adds more variety to the venues they visit. As a result, children's levels of interest and engagement are raised and children have more opportunities to learn from these new experiences.
- Stories and songs are used well to support children in developing their speech. Children are happy and confident to chat and share their ideas. The childminder supports children with new language and pronunciation to help them become even more confident in their speech.
- The childminder acknowledges children's imaginative play, such as when pretending that wooden blocks are items of food. However, on occasions, she does not engage at a deep level with this play. As a result, learning opportunities

are, sometimes, overlooked.

- The routine in the childminder's home is well embedded and this supports children to undertake personal care tasks calmly and independently. For instance, at lunchtime, children climb up into their booster chairs and clip their safety straps together under the watchful eye of the childminder. Children carefully use utensils to feed themselves and demonstrate lovely table manners.
- When children independently undertake tasks and follow instructions successfully, the childminder is quick to praise children with smiles and kind words. Children respond proudly and, as a result, they learn to praise one another. This contributes to a positive and supportive culture within the childminder's home.
- The childminder provides daily feedback for parents, so they can see how their children are progressing. Additionally, she provides ongoing support for children's families. For instance, with strategies to support children's speech and language development. This helps children to make further progress in their language skills.
- Parents are happy with the service this childminder offers. They discuss the progress their children make, particularly in social skills and speech. Parents also comment that their children benefit from a wide variety of experiences and are happy to go into the childminder's home each day.
- The childminder communicates effectively with other settings that children attend. This means that all the professionals involved work together to best meet the needs of children.
- The childminder has a secure knowledge of signs that could indicate safeguarding concerns. She keeps her knowledge up to date to ensure she is prepared with the correct knowledge to respond to any form of concern.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- explore ways to develop children's imaginative play skills to an even higher level.

Setting details

Unique reference number	EY350378
Local authority	Durham
Inspection number	10317036
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	2 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 May 2018

Information about this early years setting

The childminder registered in 2007 and lives in Littletown, Durham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2.

Information about this inspection

Inspector
Dani Taylor

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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