

Childminder report

Inspection date: 18 January 2024

Overall effectiveness **Good**

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 has excellent relationships with the children she cares for. As a result, children show they feel happy, safe and secure as they play and explore within her cosy, homely environment. The childminder shows genuine interest when children talk. Conversations between her and the children flow very naturally. This helps children to feel valued and important. The childminder takes children on stimulating trips, such as to the farm and seaside. This helps children to learn more about the world around them.

The childminder's curriculum meets the needs of the individual children she cares for. The ambitious curriculum supports children's transition to nursery by furnishing them with the knowledge and skills necessary for success. Children make secure progress in their development across all areas of learning and show particular skill in their personal development, such as when spreading their own butter on crumpets.

The childminder has high expectations of behaviour in the setting and is quick to guide and support children in this when needed. She teaches children to resolve conflict with their peers and to share and take turns independently. Children respond well to this support and are seen to show kindness to their friends when sharing and taking turns with a favourite book.

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

- The childminder's curriculum is sequenced to ensure that there is a focused programme of support. This helps children to make progress from their starting points and prepares them for leaving the setting to start nursery.
- Babies are provided with the opportunity to develop core muscle strength through tummy time. Older children benefit from the opportunity to run and jump outdoors and to practise their fine motor skills through activities such as drawing and crafts.
- The childminder uses assessments of children's development to plan how to support them further. For example, she identifies when children require additional speech and language support and sets time aside to help children with this. This helps to ensure children's development stays on track.
- The childminder engages well with children and encourages lots of conversation. As a result, children are chatty and confident. The childminder is attuned to children's interests and pre-existing knowledge. She responds by providing stimulating experiences to expand on their knowledge and understanding. For example, she provides farm animals to play with after a visit to the farm. This promotes lots of discussion and helps to secure new vocabulary.
- The childminder's speech and interactions with children are of a high quality.

However, on occasion, she uses very open questions to which younger children struggle to respond. This includes, for example, when asking children what they would like to do next. When children are unable to answer, the childminder supplies an answer. This limits children's opportunity to offer their own ideas.

- Routines are well embedded. Children happily follow routines, and this supports their independence and personal care skills. For example, children wash their hands before and after snack time. Toddlers show increasing independence when using the toilet. At story time, children select their favourite cushion to sit on and sit next to friends, listening attentively. These routines promote children's personal, social and emotional development well.
- Parents are very pleased with the service the childminder offers. They say that the regular outings teach children how to interact with the world around them and also help to develop their social skills. They say their children are safe and happy at the setting and look forward to coming.
- The childminder ensures that when children move on to new settings, there is clear communication provided to the new setting to ensure that children's needs are fully understood by their new care providers. This helps to ensure that children transition smoothly between settings.
- The childminder undertakes regular professional development training, particularly around safeguarding. As a result, the childminder has a very thorough knowledge and understanding of the signs and symptoms that could indicate a child is at risk. She has a thorough understanding of her role in relation to child protection procedures. This helps to ensure children's safety.

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:

- refine questioning techniques to an even higher level, to support children's skills in listening and responding to questions in greater detail.

Setting details

Unique reference number	EY261085
Local authority	Durham
Inspection number	10308142
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 March 2018

Information about this early years setting

The childminder registered in 2003 and lives in Peterlee. She operates all year round, from 7am to 6pm. The setting is open on Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays.

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 it is 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 communicated with 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 communication and language 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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