

Childminder report

Inspection date: 13 February 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	Not Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children form close bonds with this caring childminder. The childminder gets to know new children and their families very well during settling-in sessions. She collects plenty of information from parents so that she can establish a routine and cater for children's care and learning needs effectively. The youngest children readily accept cuddles and words of reassurance when they are a little unsettled. The childminder is highly responsive to children's needs, recognising when they are tired or thirsty. This helps children to feel settled and secure.

Younger children clearly enjoy spending time with their older friends, before and after school. The childminder explains how much the younger children benefit from these interactions. This includes helping them to learn about sharing and taking turns. The childminder places a strong focus on supporting children's communication and language. She gives babies time to babble and vocalise. Children also benefit from hearing lots of new vocabulary as they play. When children play with building blocks, the childminder introduces them to colour, size and counting. Older children learn to problem-solve. For instance, they consider how to build a tower as tall as the childminder without it toppling over. The childminder uses good-quality questioning to help children to make progress.

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

- The childminder has reflected on her practice since her last inspection. She has welcomed advice and support from her local authority. The childminder attends regular training and describes how she is using new strategies to teach counting after recently attending a course.
- The childminder considers what she wants children to learn in the time they spend with her. She constantly observes children to see what they can do. The childminder is alert to identifying children who may need extra support in order to meet their developmental milestones. If this is the case, the childminder works with parents to help to put in place consistent strategies.
- The childminder recognises what she wants children to learn through planned activities. However, she does not always allow children time to explore and learn independently. For example, when babies show an interest in rolling a ball or shaking a musical instrument, she does not respond to this and starts to introduce stories and songs. This does not fully support children to start to develop their concentration or promote their curiosity.
- The childminder promotes younger children's communication and language effectively as they play. She narrates what children are doing, speaks clearly and establishes good eye contact with children. The childminder gives babies time to vocalise.
- The childminder identifies resources to support individual children to meet their

next steps in learning. For example, she has recently purchased items to help children to be able to fasten their own shoes and clothing. The childminder recognises that she needs to further extend the range of resources available, inside and outdoors, especially for the youngest children. Current resources do not fully support children to develop the skills they need in order to make even more progress.

- The childminder has established strong links with the local school. This helps to support children who attend school as well as being in her care. The childminder understands the knowledge and skills that children need to be ready for school. She describes how she teaches children to carry out self-care skills in an age-appropriate way. For example, she supports younger children to feed themselves. The childminder works with parents when children are ready to use the toilet independently.
- The childminder encourages babies to pull themselves up to find resources stored in plastic boxes. This promotes their physical development. However, she does not organise the learning environment fully to support children to make independent choices in their play. For instance, the childminder does not arrange toys effectively to help children to see what is available and books are not easily accessible.
- The childminder works with parents to ensure that they provide healthy meals and drinks for their children. She recognises the importance of promoting good oral hygiene. Children benefit from daily fresh air and exercise. They learn about good hygiene, such as how to wash their hands properly.
- The childminder demonstrates a strong knowledge and understanding of what to do if she has concerns that a child may be at risk of harm. The childminder also has appropriate risk assessment procedures in place. When on the school run, the childminder talks to children about road safety. She also understands her role in keeping children safe online.

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:

- provide younger children with more time to explore independently so they develop their concentration and find out how things work
- review the resources available, indoors and outside, to provide children with more varied learning experiences so they get further opportunities to develop the skills they need to promote their development

- plan more opportunities for children to make independent choices about their play and learning.

Setting details

Unique reference number	EY439908
Local authority	Durham
Inspection number	10279318
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	6
Date of previous inspection	28 March 2023

Information about this early years setting

The childminder registered in 2012 and lives in the Bowburn area of Durham. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the provision 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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