

Childminder report

Inspection date: 23 October 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

Children are happy and settled in this friendly and welcoming setting. The childminder has warm and loving relationships with them. Children demonstrate that they feel safe and secure as they confidently explore her home. The childminder has high expectations and acts as a positive role model. She demonstrates how to use good manners by saying 'please' and 'thank you,' which even the youngest children repeat. Children are respectful and listen well to what is being asked of them. For example, they tidy up the toys together once they have finished playing. This benefits children as they learn how to take care of things. Older toddlers help younger children who are struggling to use finger puppets.

The childminder has clear intentions for her curriculum. She has a specific focus on supporting children's confidence and social interactions. She plans opportunities that spark their natural curiosity and takes account of their stage of development and individual interests. For example, children enjoy painting faces on pumpkins and proudly show off their achievements. This builds their self-esteem. Children display gentleness and consideration when handling baby dolls. They put them in high chairs and toy cots and enjoy taking them for walks in the pushchair around the childminder's home. The childminder aims for children to be happy, confident and caring individuals who can take care of themselves in an age-appropriate way.

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

- The childminder has a secure understanding of how children learn and develop. She describes what children are interested in and provides them with a range of opportunities to help them achieve their next steps in learning. However, on the day of the inspection, these were mostly adult-led. This does not consistently give children opportunities to direct their own play and make their own choices.
- The childminder provides resources, such as pens and paper, to enable children to engage in mark making. Children hold pencils with a firm grip as they colour pictures. This helps children to develop the hand strength and coordination they need in preparation for future writing.
- Children regularly visit the local area and have opportunities to mix with larger groups of children. For example, they interact with others of varying ages and backgrounds when they attend toddler groups and soft-play sessions. This helps children to develop and practise their social skills.
- Children have great fun singing rhymes and songs together. They pretend to be 'sleeping bunnies' lying on the floor and jump up and down on the spot as they wake up. Children enjoy learning to count as they 'walk through the jungle.' This helps to increase children's awareness of rhythm and rhyme and to develop their physical skills.
- The childminder helps children to identify their emotions. For example, she uses

stories to explore a range of emotions. The childminder extends this by asking children to show her their happy and sad faces. This helps children to build on their emotional literacy and recognise the feelings of others.

- Children learn about germs and the importance of handwashing. For example, they wash their hands before eating, and the childminder talks to them about washing the germs away. This supports children to understand the significance of healthy practices.
- The childminder has a strong understanding of how to support children with special educational needs and/or disabilities. She works well in partnership with parents, schools and other professionals to meet all children's needs. This ensures that all children make progress in an inclusive environment.
- The childminder has been very proactive in seeking support and guidance to improve her practice. For example, she has begun a course that focuses on supporting children's speech and language. While she is developing a greater understanding of how to implement this into practice, it is not yet fully embedded. For example, the childminder often asks children lots of direct and closed questions. This does not allow them time to listen, think and respond, limiting their communication skills rather than expanding them.
- Partnerships with parents are good. Parents are grateful for the nurturing care their children receive from the childminder. They can see the progress their children make in their learning. Parents talk about how much their children love attending and they appreciate the varied outings their children go on.

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:

- strengthen opportunities for children to direct their own play to support their independent learning
- embed children's communication and language development further, by giving them more time to listen, think and express themselves freely.

Setting details

Unique reference number	EY388994
Local authority	Durham
Inspection number	10367345
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 February 2019

Information about this early years setting

The childminder registered in 2009 and lives in Consett. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2. She provides government-funded childcare for one-, two- and three-year-old children.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that 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 the curriculum.
- Children communicated with the inspector during the inspection
- The inspector observed the interactions between the childminder and children.
- 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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