

Childminder report

Inspection date: 23 November 2021

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 applicable

What is it like to attend this early years setting?

The provision is good

Children show that they feel safe and happy with the childminder. She provides a caring, nurturing and home-from-home environment for children. The childminder promotes children's emotional well-being. For example, babies look to the childminder for support in new social situations. The childminder gently reassures them and they eventually move off to explore. Older children's behaviour is very positive. They benefit from clear, consistent boundaries and demonstrate good levels of self-confidence and independence. The childminder is working on ways to build on children's understanding of why it is important to live a healthy lifestyle and practise good hygiene.

The childminder has high expectations for children and knows how to help them build secure foundations for the next stages in learning, such as starting school. For example, she follows their lead during play and intervenes with appropriate challenge to help them think critically and share ideas. Children show very good problem-solving skills and good levels of concentration. For example, they spend extended lengths of time building a robot. Children have excellent small-physical skills as they screw the large nuts and bolts together. They carefully consider the best way to add wheels and provide instructions to the childminder on how she can help. The childminder is currently considering ways to strengthen partnerships with schools to help her gather and share information about children.

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

- The childminder has a thorough understanding of child development and knows how to help children make good progress across every area of learning. She provides a broad, varied and interesting curriculum. This helps her to meet children's individual learning needs and build on their prior learning. For example, babies begin to develop their language skills and make babbling sounds in response to the childminder. Older children have an extensive vocabulary and use sentences to discuss and articulate ideas.
- The childminder provides a wide range of activities for children to enjoy and learn. For example, older children enjoy looking for things in the environment and shout 'check' when they can mark off things from their observation cards. The childminder extends this and further develops their basic mathematical skills. Children point out how many cars and dogs they can see as they walk around, recognising the numerals on the sheet.
- The childminder has effective partnerships in place with parents and families. She regularly shares information with them and helps them to feel included in children's learning. This helps to promote continuity and parents leave very positive feedback about the childminder. However, the childminder has not yet established partnerships with other settings children attend, such as school

nursery, to strengthen continuity in children's learning.

- Children develop good social skills and begin to learn about their community. The childminder regularly takes them out of the setting and meets other childminders and children. This helps children to build confidence now restrictions from the COVID-19 pandemic are easing.
- Children form secure bonds with the childminder. She meets their care needs effectively. For example, the childminder recognises quickly when babies are not following their usual routines. She swiftly acts to provide extra rest and healthy snacks. Children settle quickly.
- The childminder supports children to lead a healthy lifestyle. For example, she provides a healthy menu and offers children fresh fruit for snacks. Older children take an active part in their own self-care and use the toilet independently. They wash their hands automatically and follow good hygiene practices. However, the childminder does not explain why this is still important or use opportunities consistently to teach children about germs.
- The childminder maintains her skills and knowledge to work with children. She accesses a wide range of professional development opportunities. For example, she regularly attends the local authority's childminder briefing sessions and shares good practice with fellow colleagues. This has a positive impact on her teaching and helps children to continue to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe and protect them from harm. She confidently identifies a range of potential signs of abuse, including those which may indicate exploitation and physical abuse. She knows how to inform relevant professional and organisations of serious incidents and allegations. The childminder helps children to learn how to keep themselves safe and look out for risks in the environment. For example, young children show a good awareness of how to cross the road and tell the childminder to 'look both ways before you cross'. The childminder regularly shares safety procedures with parents in relation to the pandemic. This helps to minimise the spread of infection and keep families safe.

What does the setting need to do to improve?

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

- consider ways to build partnerships with other settings children attend, such as school, to share information and promote continuity for children
- help children to build on their understanding of healthy lifestyles, for example, the importance of good hygiene.

Setting details

Unique reference number	2541453
Local authority	Darlington
Inspection number	10209921
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Darlington. 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 qualification at level 5. She provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the childminder and inspector, outdoors during planned activity.
- The inspector held a discussion with childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- The childminder obtained written feedback from parents for the inspection.

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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