

Childminder report

Inspection date: 27 January 2022

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

The childminder creates a warm and welcoming environment, where children are settled and happy. They are independent and self-motivated, choosing what they want to play with. Children are safe, secure and enjoy their learning experiences. They express their own preferences and interests. Toddlers snuggle next to the childminder to share their favourite books. She encourages them to talk about what they can see. Children take pride in their achievements. For example, they are thrilled when they manage to thread a number of beads to make their own necklace. They enjoy the challenge of using tweezers to pick up coloured teddy bears. This helps to support their physical development effectively.

The childminder is a good role model. She is kind and considerate towards the children. She has high expectations of children's behaviour. Children listen attentively to what the childminder tells them. They respond positively to instructions and requests. They ask questions to deepen their knowledge and understanding. Children learn many skills as they play, to support them as they move on to the next stage in their education. The childminder teaches them good manners, such as please and thank you, and consistently reminds children of the boundaries. Children begin to recognise risks and learn about keeping themselves safe. Children are respectful and polite.

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

- Young children engage well in activities and are motivated and enthusiastic learners. The childminder recognises opportunities to join in with children's play. This helps extend their learning. For example, she demonstrates how to create shapes with dough. Children have fun naming the different shapes as they play.
- The childminder has a detailed understanding of what children need to learn. She regularly and accurately assesses their development. She uses this information to plan innovative activities that motivate children to learn. However, she does not always update parents on the children's next steps for learning. This would allow them to build further on their child's learning at home.
- The childminder values children's ideas. Children engage in a game of hide and seek alongside the childminder. They confidently count to 10 and learn to use numbers in their play. Children express themselves and enthusiastically shout out, 'I found you'. They behave exceptionally well and play extremely cooperatively together.
- Children's literacy is developing well. The childminder helps children to hear and say the initial sounds in words. They confidently name the letters of their names on their water bottles.
- Children enjoy a range of healthy foods at snack times and mealtimes. They develop their independence skills. For example, when they learn to cut up

strawberries into smaller pieces safely.

- Children's care needs are recognised and attended to effectively. The childminder soothes children to sleep when they are tired. She provides calming music in the playroom. The music helps to create a calm environment while children play. This aids their concentration and focus.
- Children are independent for their young age. They enjoy the responsibility of carrying out small tasks, such as helping to clear away. They tidy away the toys happily and sort them into their relevant boxes. They display patience and consideration. For example, they wait for their friends to finish their snack before they go off to play.
- Due to COVID-19 restrictions, parents are not entering the setting. The childminder ensures she verbally shares information. She sends them photos of how children are learning at the setting. Partnerships with parents are strong and positive. Parents comment how 'amazing' the childminder is. They especially enjoy taking home the story sacks the childminder has made. This ignites children's love of reading.
- The childminder reflects on her practice. She is keen to make the setting the best it can be for the children in her care. She completes mandatory training and is taking steps to develop her provision. However, she has not yet fully implemented a carefully targeted programme of professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant about children's safety. She has an accurate understanding of the signs and symptoms of abuse and neglect. The childminder knows which relevant agencies to report her concerns to. She keeps a well organised folder of information to which she can refer if needed. She is aware that some children may be at risk of extremism and has a good knowledge of how to identify possible concerns. The childminder fully understands the procedures she needs to follow to keep children safe.

What does the setting need to do to improve?

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

- share more information with parents regarding the next steps planned for children's learning, in order to support their development further at home
- undertake appropriate training and development opportunities to help to build professional confidence and develop the quality of education even further.

Setting details

Unique reference number	2548525
Local authority	Durham
Inspection number	10214317
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 3
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 Peterlee, Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector spoke to the children and the childminder at appropriate times throughout the inspection.
- The inspector sought the views of parents.
- The inspector sampled various documents, including paediatric first-aid qualifications and public liability insurance.

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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