

Childminder report

Inspection date: 29 April 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

Children are happy, settled and confident in this welcoming and safe environment. They show that they feel secure and have a strong sense of belonging. Parents comment that the setting is 'home from home'. The childminder communicates effectively with parents, for example through online contact and telephone calls. She has high expectations for children's behaviour, and for their learning and development. Children behave very well, are polite, and learn to take turns and share. They socialise with children of different ages and form firm friendships. Children collaborate well with others during activities and are well prepared for their future learning. For instance, they help to draw around the outline of another child and add features such as eyes, a nose and a mouth.

Children choose freely from a wide range of toys and resources, indoors and outside. They learn about the world around them. For instance, children find out about life cycles as they watch their collection of caterpillars change into cocoons, and eventually butterflies. They talk excitedly about searching for spiders and other bugs in the garden. Children benefit from plenty of fresh air and exercise in the outdoor play area, and also on trips to parks and woodlands. They learn to climb, balance and run fast, which supports their good physical development.

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

- The childminder is very knowledgeable about how children learn. She values their individual ideas and encourages them to think creatively. For instance, the childminder encourages children to use their problem-solving skills when helping to set up a drawing activity. Older children eagerly find objects to weigh down the curly edges of the wallpaper. However, occasionally, the childminder does not plan as consistently well for group activities to engage children of all ages in their learning. This means that some children are not fully involved throughout the activity.
- The childminder observes children's development and uses the information gathered to plan their precise next steps in learning. This helps all children, including those with special educational needs and/or disabilities, to make good progress. She and her co-childminder skilfully use the changing seasons and popular themes, for example caterpillars, to motivate children to learn.
- Children develop a love of books. They delight in listening to stories throughout the day. Young children choose their own book to look at after finishing their fruit at snack time. They confidently turn the pages and study the pictures. Children of all ages sing songs during routines, such as handwashing. They excitedly join in with action rhymes. This helps children to develop their early literacy skills.
- The childminder interacts expertly with children to promote their communication

and language skills, including using mathematical language. For instance, she uses questioning effectively with older children and gives them plenty of time to respond. The childminder provides a commentary while children learn and introduces new words to extend their vocabulary. She supports young children so that any gaps in their language development are narrowed.

- Partnerships with parents and other professionals, including school staff, are strong. Parents say that they are kept well informed about their children's progress and experiences. This helps them to extend their children's learning at home. The childminder makes sure that there are good links with all schools that children move on to. For example, she requests photographs of the classrooms to show to children, and talks to teachers. Where children need extra help, the childminder invites professionals to provide support.
- The childminder reflects on her practice on a daily basis. She takes part in online learning. The childminder has used what she has learned, for instance, to help manage children's behaviour even more effectively. However, she has not yet identified further specific areas for development to extend the quality of education to a higher level.
- The childminder knows every child at the setting very well and makes sure that each one is supported. She establishes secure and trusting relationships with children in her care. Children learn about cleaning their teeth and find out about a healthy diet. They follow good hygiene procedures. Children willingly help to tidy away toys and resources after activities. This helps them to learn about keeping themselves healthy and safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her role and responsibility for safeguarding and child protection. She knows how to identify the signs of potential abuse and what action to take in response. The childminder completes regular safeguarding training. This includes finding out about broader issues that may affect children in her care. The childminder supervises children carefully during their play and supports them to learn how to keep themselves safe from harm. She uses her comprehensive policies and procedures to help minimise any risks to children.

What does the setting need to do to improve?

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

- enhance the planning of activities to engage children of all ages consistently, to extend their good skills even further
- identify precise areas for improvement and drive practice to the highest level.

Setting details

Unique reference number	2563800
Local authority	Darlington
Inspection number	10225967
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	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Darlington. She works alongside a co-childminder, and her assistants, in her home. The childminder operates all year round from 7.45am to 6pm Monday to Thursday, and from 7.45am to 5pm on Friday. She holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Cathryn Clarricoates

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together. They discussed the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector took account of the views of parents spoken to on the day. She spoke to the childminder and children at appropriate times throughout the inspection.
- The childminder showed the inspector relevant documentation and discussed her self-evaluation.

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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