

Childminder report

Inspection date: 15 March 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 thoroughly enjoy their time at this stimulating setting. They have interesting, enjoyable, fun days with the caring childminder. Children have many opportunities to develop their physical skills. They enjoy making marks with chalks and paintbrushes. Children kick large balls and giggle and laugh as they chase bubbles in the childminder's large garden. Furthermore, children propel themselves on tricycles, and jump and splash in puddles. This helps to develop children's large-muscle skills and coordination.

Children benefit a great deal from regular outings, where they extend their learning. For example, the childminder takes them for walks in the local community, to local parks and the farm. They have opportunities to learn about the natural world in these different environments. This promotes their understanding of the wider world around them. Young children learn to be independent. For example, they access their own resources and use a dustpan and brush to sweep the floor. Children behave very well. They carefully listen to the childminder and follow her instructions. For example, they wash their hands before lunch and put on their boots before going outside. The childminder praises children for their efforts. This helps to develop children's self-esteem.

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

- The quality of education is good. The curriculum is carefully planned and sequenced. It builds on what children know and can do. The childminder observes and assesses children, focusing her planning on what children need to learn next. For example, as children make dough, they develop their fine-muscle skills and independence. This helps children to make good progress.
- Partnerships with parents are very strong. The childminder gathers key information from parents about their children. She works closely with parents to support learning at home. Parents say that the childminder is 'fantastic' and she 'always goes the extra mile'.
- The childminder has created a warm, relaxed environment for children. She has high expectations for children's behaviour. Children show a positive attitude to their learning. Where children need gentle reminders about behaviour, the childminder is on hand to provide support. As a result, children's behaviour is very good.
- Children enjoy playing with the caring childminder. She gives them her full attention and responds positively to toddlers as they try to communicate. Overall, the childminder supports children's language development very well. She uses lots of descriptive language as children play, and speaks clearly, so that they understand. However, occasionally, the childminder does not model the correct use of words. For example, she uses words such as 'handies' and

'quack quacks'. This means that children do not always hear the correct pronunciation of words.

- The well-qualified and experienced childminder is a reflective practitioner. She considers what she does well and what she could do to improve. The childminder meets with other childminders and the local authority. This helps to make sure she keeps up to date with changes in legislation. She researches, reads and finds ideas online to keep her practice interesting for children.
- The childminder provides a variety of activities across all areas of learning. For example, children enjoy playing with an interactive sink. They learn that by pushing buttons they can make a noise. This helps children to learn about everyday technology and its purpose.
- Children benefit from daily fresh air and exercise. The childminder provides a varied range of healthy, nutritious meals and snacks. She regularly talks to children about the importance of being healthy. Children help prepare vegetable soup and chop up fruit for their snack. Mealtimes are social occasions, with children sitting together with their friends. This helps to promote an understanding of healthy lifestyles.
- Children develop a love of books. Children choose their favourite stories and cuddle up on the childminder's lap. The childminder changes her voice to take on the role of characters in the 'Gruffalo'. Children listen with anticipation. The childminder shares resources with parents. She has made song books and story bags with props for parents to borrow and share with their children at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to ensure children's safety. She is aware of the possible signs that could indicate that a child may be at risk of harm. She understands her responsibilities to swiftly report concerns about children's safety and well-being. The childminder knows the correct procedure to follow if an allegation was made against her or a member of her household. The childminder's home is safe and clean. She carries out rigorous risk assessments to make sure the environment is safe.

What does the setting need to do to improve?

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

- use the correct pronunciation of words when talking to children, to further support their developing communication and language skills.

Setting details

Unique reference number	2572173
Local authority	Darlington
Inspection number	10225968
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Darlington. She operates from 7.30am until 5.30pm, Monday to Thursday, and from 7.30am until 3.30pm on Friday. The childminder works all year round, except for bank holidays and family holidays. The childminder has early years professional status.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector through written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022