

Childminder report

Inspection date: 4 July 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 form close bonds with the childminder at this friendly and welcoming setting. They are happy, settled and secure. The childminder is sensitive, gentle and kind. She has developed lovely relationships with the children in her care and they clearly enjoy each other's company. Children are confident and growing in their independence. They fetch their coats and aprons, put on their shoes and wash their hands before snack time. Children engage in their play and are curious to explore and try new things. They persist when they find things challenging. For example, children continue to pedal the toy tractor uphill, even when it becomes difficult to do so. They are happy when they achieve their goal.

The childminder encourages children to take turns and share as they explore with paints. She supports them to play cooperatively and help others. The childminder is a good role model, who models manners respectfully to children. Children register themselves into the setting. This helps to give them a sense of ownership and belonging. Children benefit from regular routines which help them to feel emotionally secure. The childminder supports children to express their feelings and emotions. For example, children use soft toys to discuss different emotions and to help them identify how they feel.

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

- Children benefit from a range of interesting and challenging activities and experiences that cover all areas of learning. Children learn about the natural world. They grow fruit and vegetables, and take part in nature walks and strawberry picking. They learn about the wider world outside the setting, such as through regular trips to a local playgroup and park.
- The childminder knows children well. She knows where they are in terms of their development, and how to embed and extend their learning further. The childminder supports children's personal, social and emotional development well. She praises and encourages children. This helps to raise their confidence and self-esteem.
- Children develop their physical skills well. They develop their coordination and explore with their senses as they print with paint using flowers. Children concentrate fully as they fill and empty pans and cups with sand and water, using tools, such as whisks and spatulas.
- Children develop strength as they dig soil and explore with dough. They develop balance as they play with wheeled toys, balls and hoops. Children benefit from plenty of fresh air and exercise.
- The childminder weaves mathematics through children's everyday activities and routines. For example, she encourages children to identify colours and numbers as they play. Children learn about shape and size as they explore with jigsaw

puzzles and compare the sizes of pea pods growing in the garden.

- Overall, there is good support for children's developing communication and language skills. The childminder repeats back to children the words which they use, to show them that they are understood.
- Children enjoy sharing stories, songs and rhymes with the childminder. However, the childminder does not consistently introduce more detailed and descriptive language, in order to help expand children's vocabulary further.
- The childminder reflects on activities and experiences for children, including what has gone well and what improvements she might make next time. She invites verbal feedback from parents, and uses any suggestions and ideas to help plan continuous improvements at the setting.
- The childminder has established links with local schools and nurseries. However, she does not use these links to provide a consistent approach to support children's learning and development.
- Partnerships with parents are good and their feedback is positive. Parents feel well informed and appreciate touches, such as the gifts children make at the setting to bring home to mark special occasions. The childminder works closely with parents to support children to reach their developmental milestones. For example, she helps children to reduce their reliance on comforters, such as dummies.
- The childminder keeps herself up to date through regular training and opportunities for continuous professional development. She is experienced and dedicated to providing quality experiences for the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of how to teach children to keep themselves safe and healthy. For example, she teaches children to tidy away their toys so they do not trip. Children learn about healthy eating and which foods are good for them to eat. The childminder has a strong understanding of her responsibilities in relation to keeping children safe. She has attended training in first aid, food hygiene and aspects of safeguarding. The childminder knows what might concern her about a child, in terms of safeguarding. She knows who to contact and the processes to follow to help 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:

- strengthen opportunities to extend children's vocabulary further, by introducing more detailed and descriptive words as they play
- develop relationships with local schools and settings children also attend, in order to provide a more consistent approach to support children's learning.

Setting details

Unique reference number	2577948
Local authority	Durham
Inspection number	10225978
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 5
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bishop Auckland. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a formal childcare qualification equivalent to level 3. She is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents. This included evidence about training and the suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection. She took into account the views of parents.

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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