

Childminder report

Inspection date: 2 February 2023

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, secure and settled in the childminder's care. They seek support and comfort when they need it and enjoy playing alongside her. The childminder knows children and their characters well. She considers their individuality and adapts her environment to reflect their personalities. For example, the childminder creates spaces where children can be quiet. This helps children to develop a sense of belonging and gain confidence.

Children develop an enthusiasm for puzzles. They enjoy leading the activity with the childminder and directing her on how to complete them. Children enjoy making animal sounds, and identifying vehicles and professionals, such as nurses and firefighters. Children develop the skills which they will need for their future learning.

Children behave well. The childminder has high expectations for children's behaviour. Children demonstrate an understanding of the rules as they follow instructions. For example, they independently return toys to their boxes at the end of their play. Children thrive on the meaningful praise that the childminder provides. This creates a desire for children to want to do well and take pride in their achievements.

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

- The childminder organises her home and curriculum very well, according to the age and stage of the children in her care. She supports children's mathematical development very well. The childminder consolidates children's previous learning as they count in number games, when children confidently count to 10 and beyond. Children start to understand simple calculations as they predict how many will be left when they use one counter. They are delighted when they count and are correct.
- The childminder recognises the importance of children spending time with others and in different environments. She regularly takes children to various groups and sessions, so that children can mix in larger groups. Children learn the important social skills they need to make new friends. They enjoy going to parks and on walks in the local community. Children get plenty of fresh air and exercise as they explore new places.
- Overall, the childminder places a strong focus on children's speech and language development. For example, she talks, reads and sings with children throughout the day. Therefore, children become confident talkers and have good communication skills in relation to their age and stage of development. However, at times, the childminder does not allow children sufficient time to respond to her questions, to allow them to share their thoughts and ideas.

- Children demonstrate positive attitudes to their learning. They concentrate for long periods of time and are eager to explore new experiences. For instance, children focus intently as they build a train track, discussing which pieces go next and the way the track will develop. They then experiment with different-sized trains to understand which will go on the track.
- Children's literacy skills are appropriate for their stage of development. The childminder encourages them to make marks for a purpose. For example, children practise following number patterns in preparation for writing numbers.
- The childminder has a good understanding of the strengths of her practice and areas for development. She has identified the value that further training will have on her practice to further develop outcomes for children. However, the childminder has not established partnership working with other settings that children attend to support a joint approach to children's learning.
- Partnerships with parents are good. From the very start, the childminder gathers a wealth of information from parents, so that she is able to plan for children's progress from the very beginning. She ensures that parents are kept informed about every aspect of their child's day and regularly shares photos of their children playing. Parents comment that the childminder is friendly and reliable, and feels like an extension of their family.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding and child protection knowledge. She confidently understands her responsibility to help keep children safe. The childminder undertakes regular training to help keep her safeguarding knowledge up to date. Her understanding of the signs and symptoms of abuse, including radical and extreme views or behaviours and county lines, is strong. The childminder ensures that she is aware of the work of the local safeguarding partnership. There are clear and concise policies and procedures for the childminder to follow if she has concerns about children's welfare. The childminder risk assesses her house daily and adapts this when she cares for very young children.

What does the setting need to do to improve?

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

- consider the length of time that young children need to respond during conversations, so they can share their ideas, knowledge and understanding of different concepts
- strengthen partnerships with other settings that children attend to provide a more complementary way of supporting children's learning and development.

Setting details

Unique reference number	2605903
Local authority	Durham
Inspection number	10262924
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bournmoor, County Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 their evaluation of the childminder.
- The childminder and the inspector discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector observed and evaluated an activity with the childminder.
- The inspectors held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.
- The inspector took account of parents' views 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.

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