

Childminder report

Inspection date: 31 January 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 in the care of this childminder are very happy. They arrive full of enthusiasm to start their day of play and learning. Children seek reassurance from the childminder in the presence of unknown visitors. They begin their day by choosing which toys they would like to play with. Children quickly settle down to play with the childminder. They choose their favourite toys and investigate with trains as they fasten them together, recalling their previous learning. Children learn through many meaningful interactions with the childminder as they play. The childminder is clear about what she wants children to learn and has high expectations for their learning and development. All children make good progress.

Children behave very well. The childminder has high expectations for children's behaviour. Children know what is expected of them. They understand the rules in place, such as sharing resources with their friends and taking turns. The childminder explains to children why some behaviour is 'not kind', such as when children take toys from each other. The childminder is a good role model and supports children to be respectful to each other. This helps to prepare children in readiness for starting school.

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

- Overall, the childminder focuses closely on what children need to learn next. She assesses their progress and plans suitably challenging experiences. The childminder ensures that her support is carefully focused on children's interests, motivating them well. However, at times, the childminder does not always consider how to adapt activities to ensure that all children are fully engaged, such as through supporting younger children's engagement.
- Children build their confidence during different social activities out in the local community. They become very positive about new experiences. For instance, children learn to enjoy experimenting with a range of messy activities.
- The childminder is very aware of her strengths and areas for development. She reflects on her practice and accesses professional development through various ways. For instance, she extends her knowledge online, and through reading and professional organisations.
- Partnerships with parents are excellent. The childminder works tirelessly to ensure that parents are kept informed about every aspect of their child's care and education. She shares updates about their children's progress and suggests ways that parents can support their children at home. She obtains detailed information from parents, which allows her to embrace and extend children's learning from home. Parents are extremely positive about the childminder. They comment that they are extremely confident with the childminder's practice and that their children make excellent progress in all areas.

- The childminder supports children to develop their social skills by taking them to lots of group activities during the week. Children develop friendships with the other children who attend these groups. They also visit local sites, woodlands and local parks. This helps children to develop their knowledge of the local area and of nature. In addition, the childminder widens children's experiences of society. For example, she takes children to a local theatre for an interactive children's opera.
- The childminder supports children's speech and language development extremely well. She engages children in regular conversations throughout the day to extend and build on their communication skills. She speaks clearly and uses repetition of language to help children to say words correctly. The childminder broadens children's language as she narrates activities and introduces alternative vocabulary for children to experience, such as 'superb, grainy, squishy' and 'amazing'.
- The childminder supports children to develop their independence and promotes their self-care skills well. Children independently select toys and resources that they want to play with and take a lead in their play. They manage their own personal needs. For example, at snack time, children wash and dry their own hands.
- Children with special educational needs and/or disabilities (SEND) are supported very well. The childminder has a wealth of experience and skills to support children with SEND. She ensures that parents understand the various procedures and provides detailed support for them, such as with care plans. The childminder works closely with other agencies to support children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that could indicate that a child is at risk of harm. She knows how to respond to any such concerns, including the reporting procedures and contact numbers. The childminder understands the risks to children of being exposed to radical or extreme ideologies and how to spot signs that this may be the case. She knows what to do if a concern were to be raised about her own conduct or if she has any concerns about other adults living or working with children. The childminder ensures that her home is a safe, suitable space for the care of children.

What does the setting need to do to improve?

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

- consider more closely how to adapt some group activities to ensure that all children fully engage and benefit from the learning opportunities available.

Setting details

Unique reference number	2612766
Local authority	Durham
Inspection number	10265362
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bishop Auckland, County Durham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. 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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector through written comments.

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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