

Childminder report

Inspection date: 19 September 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are settled and happy in the childminder's welcoming home. The childminder considers individual children's needs when they first start to attend her setting. She bases settling-in visits on the individual child's needs. Frequent communication with parents helps the childminder to find out about the child at home and what she can do with children in the setting.

Children are inquisitive, and they actively explore and investigate in the safe and well-resourced environment. The childminder chooses resources that stimulate children of all ages, which encourages them to join in. Children become deeply engrossed in activities, such as using play dough. Children squeeze and reshape the dough and enjoy pressing sequins in. Under the childminder's guidance, children learn how to use a roller and scissors effectively.

The childminder recognises that children need praise when they do well to help them feel secure. There is consistent praise for children's successes, which helps to encourage them to persevere when they find tasks difficult. This supports children to develop a sense of belonging and self-confidence. The childminder uses tools to help children understand about their emotions. For instance, she uses pebbles with different facial expressions to help children recognise how they are feeling.

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

- Since the last inspection, the childminder has put measures in place to ensure that she does not leave anyone who has not been checked unsupervised with children. She has helped children to recognise when they need to wash their hands, such as when they come inside after playing outdoors. However, the childminder provides the same cloth for each child to wash their hands. Therefore, there is a risk of cross-contamination between children.
- The childminder is highly motivated and has a clear intent for her curriculum and what she wants children to learn. She focuses on promoting curiosity and getting children ready for starting school. However, on occasions, the childminder does not enhance children's thinking skills. For instance, when she asks children a question, she does not wait for them to work out the answer for themselves. Therefore, children's learning is not extended to its fullest potential.
- The childminder supports children's language and communication development well. She incorporates stories and songs into the daily routine. For instance, she leads children in singing familiar rhymes. Children listen intently to her. They follow her directions closely, such as doing the actions. They shake their instruments when told. The childminder joins in with children's play and talks to them about what they are doing. Children have a very good range of vocabulary, which the childminder adds to.

- Children develop a good awareness of their place in the community. They have regular outings to places such as the library, museums and parks. The childminder promotes respectful discussions around differences between each other. For instance, she does activities with children where they discuss the differences between their eyes and hair. The childminder takes children to the park where they collect items to make a mask. They then discuss the differences between the masks.
- The childminder helps children to develop their independence in preparation for starting school. For example, she uses name cards at lunchtime so that they start to recognise their written name. The childminder shows children how to trace their written name with a finger so that they learn the shape of the letters. Drawing and cutting activities help children learn how to hold a pencil in preparation for writing.
- Overall, the childminder is organised well with her routines. However, there are occasions when children wait for what will happen next. For instance, while waiting for their snack, children play in the front room out of the childminder's sight. They have a tug over two cushions, which the childminder has talked to them about sharing. However, because she is preparing snack, she does not see what is happening so that she can remind the children of her message about sharing.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve questioning techniques to give children the opportunity to develop their thinking skills and enhance their learning further
- strengthen the organisation of transitions and routines to maximise children's learning
- strengthen children's hygiene routines to minimise the risk of cross-contamination.

Setting details

Unique reference number	2665724
Local authority	Durham
Inspection number	10354192
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 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 May 2024

Information about this early years setting

The childminder registered in 2022 and lives in Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded places for children.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the quality of education provided and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of an activity and discussed the quality of learning.
- Parents shared their written views of the setting with the inspector.

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 2024