

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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is passionate about providing high-quality care for children. She prioritises her relationships with families and children, which helps parents and children feel confident in using her service. Children are relaxed and settled in the setting. They show this through their happy interactions and calm behaviours.

The childminder uses close observation to gain an understanding of where children are in their development and uses this information to plan an individualised curriculum, which supports their progress further. The childminder has a particular focus on supporting children's personal, social and emotional development and language skills. Children demonstrate this through their well-established social skills, for instance when contentedly playing together in the outdoor playhouse and sitting together and chatting during mealtimes.

The childminder plans a range of outings to support children in developing social skills and confidence in a range of contexts outside of her home environment. For instance, children visit the library and develop independence as they choose their own books, which they take home to share with their parents. The childminder also builds in opportunities to practise personal development skills on outings. For instance, children learn how to order food and wait patiently for it to be served when visiting the cafe for breakfast.

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

- The childminder uses her observations of children's levels of development to understand the current needs of children in her care. She proactively supports children and their families to ensure that they are on track with progress, such as with potty training.
- Parents are happy with the service the childminder provides. They say that the childminder is approachable and plans well for their children's needs. Parents say their children enjoy attending the setting and make good progress in their social skills through making friends with the other children who attend.
- The childminder plans a supportive and engaging environment that helps children to develop skills across all areas of learning. She engages with children's play, showing them that she cares about their interests. This supports children's social skills and confidence. Occasionally, the childminder asks too many questions in succession and, during these times, children do not have enough time to tune in, think and respond.
- The childminder is energetic and enthusiastic. She engages with continuous professional development opportunities to further her practice. She ensures that parents receive feedback regarding how their children are progressing. She also works with other childminders, to plan and provide a range of opportunities for

children to socialise in a range of environments. This helps children to be well supported in their development.

- The childminder is keen to help children to develop life skills. For example, they walk to places in the local area to help build children's stamina and promote a healthy lifestyle. Children are involved in preparing their own lunch each day, which helps to develop practical skills as well as encourage them to try new foods. However, the childminder has not yet developed a consistent routine in relation to promoting independence and healthy sleep habits at nap time. For instance, occasionally, there is an over-reliance on background noise to help settle children to sleep. This limits children's ability to learn to fall asleep independently.
- The childminder has clear expectations of children's behaviour and supports them in learning these. For instance, she is quick to notice when children need support to share and take turns. She handles this calmly and kindly and teaches them how to resolve their problems. The childminder also observes when to step in to help when a task becomes too challenging. For instance, when children play in the water tray and are unsure of how to operate the water pump, she guides them step by step until they can do it. This helps to develop children's concentration and perseverance skills.
- The childminder understands how to support children who are not on track with their progress, including when to signpost parents to the agencies that can provide the next steps when further support is required. The childminder is inclusive to families who speak English as an additional language. For these children, she provides targeted support to help with their language development. As a result, children make good progress in their speaking and listening skills.

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:

- develop the routines for nap times, to further support children's independence and quality of sleep
- plan questions with careful consideration, allowing children the time they need to think and respond to them.

Setting details

Unique reference number	2677698
Local authority	Durham
Inspection number	10354499
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	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Spennymoor, Durham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Dani Taylor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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