

Childminder report

Inspection date: 1 August 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

Children radiate confidence in the childminder's very well-thought-out and nurturing environment. The extremely strong bond between the childminder and children is evident. Children are at the centre of everything the childminder does. For example, the childminder knows children's interests and ensures that children's favourite resources are readily available when they arrive. This attention to detail means that children feel welcomed and ready for their learning to begin. Children enjoy the wide variety of experiences the childminder provides in the outdoor environment. They show an interest in the natural world as they talk about the rain wetting the resources they wish to play with. Children know to get towels and are exceptionally enthusiastic as they dry what they want to use. The childminder helps to develop children's thinking skills and abilities to recognise and meet their own needs.

Children are very curious and enquiring learners. As they kneel in puddles, children recognise their trousers are wet and the colour of the material has changed. They eagerly, and repeatedly, show the childminder and visitors to the setting the different stages of the fabric returning to the normal colour. This level of confidence and self-assurance shows how safe and secure children feel in the childminder's home. Children behave well. They show respect for each other, happily sharing resources and taking turns. On the few occasions when the childminder has to remind children of their manners, she does so in a kind and gentle way. Children are considerate of the childminder's home. The childminder teaches them to tidy their plates away when they have finished their food.

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

- The passion the childminder has for her role shines through everything she does. She knows what it is she wants children to learn and is meticulous in carrying out regular assessments of children's development. The childminder plans a curriculum to encourage children to develop the skills and abilities they need to learn next.
- The childminder encourages children's independence skills and their motivation to complete tasks for themselves. For example, as children put on their shoes, she asks them to think if the shoes are going onto the correct feet. For children who want to wear wellington boots, the childminder encourages them to hold the boots tightly and to 'pull and pull'.
- The childminder supports children's physical development very well in her exceptionally well-resourced garden. Children have many opportunities to climb, balance and negotiate different levels and surfaces. They show delight as they successfully manoeuvre themselves across planks and crates.
- The childminder supports children's mathematical development as she joins in

their play. For example, as children draw patterns in rice, they talk together about the different shapes they are making. The childminder helps children to correctly count the amount of objects they are playing with. This inspires children to bring numbers into their own play.

- The childminder teaches children to keep themselves healthy. For example, children know to wash their hands before eating and after using the toilet. Children independently access drinking water. They recognise the weather is very warm and talk about needing water to keep themselves strong.
- Children have many opportunities to develop their social skills and build relationships with adults and children outside of the immediate family and friends. The childminder meets regularly with other childminders and their children, where they share ideas and resources. She takes children to visit a variety of places in the local community. Children learn about different forms of transport. For example, they use the local bus to access places further afield.
- The childminder knows when she speaks to children to do so clearly, use the correct pronunciation and to give children time to think before they respond. Children are very articulate and are capable of holding long and detailed conversations. However, the childminder does not consistently make the most of the chances to extend children's communication skills even further. For example, she does not use opportunities to introduce new words into children's play and routines to extend their vocabulary even further.
- The childminder knows children very well and recognises when they need the time to just move around her environment before they settle at activities. Overall, children are motivated to learn with activities that engage them. However, when children move away from their play, or move rapidly between different activities, the childminder is not consistent in encouraging them to return to their play to further enhance their concentration 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:

- extend children's vocabulary and communication skills to an even higher level, for example by consistently introducing new words into their play and routines
- support children to extend their levels of concentration and maintain interest in activities.

Setting details

Unique reference number	2678237
Local authority	Darlington
Inspection number	10357621
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Darlington. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Charge

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 inspector observed activities during the inspection and assessed the impact on children's learning and development.
- Evidence of the childminder's and all people living on the premises suitability was checked by the inspector.
- The inspector spoke to the childminder and children during the inspection.
- The written views and opinions of parents were taken into account during the inspection, and the inspector spoke to some 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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