

Childminder report

Inspection date: 20 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 are very settled, excited and confident learners. They have established close bonds with the childminder, who has invested time in getting to know them, their abilities, likes and dislikes. This successfully supports children's emotional well-being, self-esteem and resilience. Children demonstrate that they feel safe and secure in the childminder's care, and they confidently move around as they initiate their own play.

Children have great fun and play well together. They are friendly and engage in conversations with each other. Children relish their time in the garden and know the routine as they prepare to go outside. They collect their outdoor shoes and are actively encouraged by the childminder to develop their independence skills and to have a go at getting ready. Children learn to coordinate their movements as they use push-along trikes and manipulate the toy diggers to scoop up the balls.

Children are beginning to understand how sensible hygiene routines contribute to their good health. They competently wash their hands before eating. They learn how to keep safe. For instance, children slowly and carefully use the knife to chop the banana and understand why they need to sit down while they eat in case they choke.

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

- The childminder knows the children very well. She plans an exciting and stimulating curriculum that focuses on children's development, individual needs and parental input. She swiftly identifies any potential gaps in their learning to provide additional support if required. This means that children acquire the skills, abilities and attitudes to prepare them in readiness for the next stage of their development or school.
- Children's communication skills are fully supported. The childminder understands how to engage children in conversation and models language well. She is skilful in how she asks children questions and is aware of the importance of allowing them time to think and respond. Children ask lots of questions and are confident speakers.
- Children are inquisitive and enjoy role-play opportunities. They pretend to sell ice cream from the playhouse. They tell the inspector how much the ice cream costs and pretend to take the money. However, additional resources to fully support children's imaginary play, to captivate and challenge their interests further, are limited.
- The childminder is very gentle in her approach and is a good role model for the children. She is calm and encouraging and praises children for their good efforts. Children behave very well. They show high levels of respect towards their peers

and the childminder. Children have good manners and share resources well. They understand the childminder's expectations for their behaviour. For example, they know that they must not jump on the furniture, or snatch toys from their friends.

- The childminder promotes children's literacy skills well. She provides children with a variety of opportunities for mark making. For example, children show sustained levels of concentration as they make marks using chalks and a drawing tablet. Children show a growing love of books. They enjoy listening to stories being read and recognise familiar storybooks that they have at home.
- The childminder uses opportunities that arise naturally through play to develop children's mathematical understanding of counting and shapes. For example, she poses questions about the shape of the rice cakes they have during snack time. Children recognise that a rice cake is a circle shape and that when they have eaten some of it, it is a half-circle.
- The childminder continuously looks for ways to improve the quality of care and education she provides. She is experienced and takes part in regular training opportunities to keep her knowledge up to date. For example, she has completed training in the principles of outdoor learning. This helps her to promote children's physical skills and their awareness of the world around them.
- Parents speak extremely highly of the service the childminder provides. They comment on the good progress their children make and how happy, settled and confident they are since attending. Parents also comment on how easily their children settled and how reassured they are knowing their children receive excellent care.

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:

- enhance the range of role-play resources to enable all children to explore and develop their own play and ideas even further.

Setting details

Unique reference number	2729051
Local authority	Durham
Inspection number	10349481
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 3
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 2023 and lives in Houghton-le-Spring. She operates all year round, from 7am to 6pm on Monday, Tuesday, Thursday and Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 provider.
- The inspector carried out a discussion with the childminder on how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with the children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation.
- The inspector took account of parents' written views.

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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