

Childminder report

Inspection date:

25 September 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

The childminder plans a wide range of experiences and activities at this friendly and welcoming setting. For example, she encourages children to make marks with paints and pens to support their early writing skills. Children play imaginatively as they make tents with blankets and play at dressing up. Children are settled, happy and secure. They form strong bonds with the childminder, who is caring and kind. Children who are new to the setting settle quickly. They learn to take turns and share as they explore with sand and water in the childminder's spacious garden. The childminder provides clear boundaries and gentle reminders to promote children's positive behaviour. She models to children how to use manners. Children play well together and their behaviour is good.

The childminder encourages children's efforts and praises their achievements. This helps to raise their confidence and self-esteem. Children are growing in their independence. The childminder encourages them to take off their dressing-up clothes themselves and wash their hands before snack time. She helps children to make simple choices and decisions. Children help to tidy up toys and choose what they would like to play with next. The childminder plans activities she knows will interest children and follows their lead in play.

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

- Children learn about the natural world and life outside the setting. They take part in trips to the library and local playgroups. Children help to feed the childminder's pet fish and collect leaves and sticks during nature walks around the local area.
- The childminder plans a good range of experiences and activities that she knows will excite children. These cover all areas of learning. However, the childminder does not always consider in detail the aims for each child's learning when planning group activities.
- The childminder models new skills to children and provides clear instructions. For example, she supports children to learn how to roll shapes with dough and cut paper with scissors. The childminder provides children with ideas to help extend their play.
- Children benefit from good support for their developing communication and language skills. The childminder talks to children as they play and repeats their words back to them. This helps children to understand that their words are valued and understood.
- The childminder supports children to develop their vocabulary by introducing new words and emphasising how words are pronounced. Children listen to stories and explore sounds when playing with musical instruments.
- There is strong support for children's developing physical skills. The childminder

encourages children to stretch and climb on soft-play equipment and climbing frames. Children benefit from fresh air and exercise on a daily basis.

- Children develop coordination and dexterity, such as when they take part in art and craft activities. They build strength in their small muscles, for example, when they build towers with wooden blocks and explore with jigsaws.
- Parents speak highly of the childminder. They describe her as loving and nurturing. Parents praise the levels of systems in place for communication. They say their children are progressing well, and they love coming to the setting.
- The childminder builds strong relationships with parents and supports them to help their children to achieve milestones, such as learning to use the toilet. She provides advice to parents around healthy lifestyles, for example, by providing tips for healthy eating.
- The childminder gathers feedback from parents in the form of questionnaires. She keeps them informed about their children's day by providing photos of them at play and verbal feedback.
- The childminder has completed a number of training courses since her last inspection to keep her skills up to date. These include training related to supporting children with special educational needs and/or disabilities. She has identified this as an area she would like to build on, in order to continue her professional development.
- The childminder understands the importance of working with other professionals involved with the children in her care, such as in education and health. For example, she has built relationships with her local school and nursery. This helps to create a consistent approach to support children's learning.

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:

- consider in more detail the aims for each child's learning when planning group activities
- continue with professional development to raise the quality of the provision further.

Setting details

Unique reference number	300999
Local authority	Darlington
Inspection number	10351296
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 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 October 2018

Information about this early years setting

The childminder registered in 1999. She lives in the Middleton St George area of Darlington. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded care and early education for children.

Information about this inspection

Inspector

Julie Foers

Inspection activities

- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and the suitability of those living on the premises.
- The childminder and the inspector reflected on an activity together.
- The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took account of the views of 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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