

Childminder report

Inspection date: 10 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming environment for the children in her care. She supports their well-being and emotional security. Children are well cared for and make good progress from their starting points. Children look to the childminder for reassurance when they are carrying out their activities. The childminder plans interesting and enjoyable activities that she bases on their interests and next steps in learning. She involves children in conversations during their play and children are eager to show her what they are doing. For example, they name a toy tiger and cow. Children become deeply involved and show their enjoyment. For example, they build towers with blocks and play with cars and trains for extended periods of time.

The childminder has high expectations for children's behaviour. Children learn to be kind to each other. They know that there are consequences to their actions and the impact that these can have on others or themselves. When children struggle with behaviour, the childminder helps them to develop a sense of right and wrong. She shares strategies with parents so that they can do the same at home. This helps to provide children with consistency.

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

- The childminder has a good knowledge of the children in her care. She uses her ongoing observations to understand children's level of achievement, interests and learning styles. Her knowledge of the curriculum supports each individual child. However, she is sometimes unsure of what category children's learning fits into, such as building with bricks. Having said that, the childminder revisits children's prior learning to ensure that children have remembered what has been taught. Overall, she gives children the skills they need in preparation to move onto nursery and school.
- The childminder develops children's literacy skills. For example, children access a range of resources, and they enjoy making marks in various ways. The childminder reads stories to children and they sing songs. As children get older, they learn to recognise their own name.
- The childminder supports children to become confident in their use of vocabulary. She does this by repeating words back to children, such as the names of new objects. However, the childminder does not always give children enough time to answer the questions that she asks. This means that children do not always have time to think as part of developing their critical-thinking skills.
- Mathematics is part of everyday activities. The childminder encourages children to count for a purpose and to recognise numbers. For example, they count how many bricks they have used to make a tower. They discuss the colours of the bricks, and the childminder encourages them to select bricks of the same colour.

In addition, children learn about the concepts of 'more' and 'less', and to compare sizes within their play and exploration.

- The childminder is aware of areas where children may need more support. She shows a proactive attitude to working alongside parents to help close any gaps in their children's learning. The childminder regularly keeps parents up to date with their children's development through discussions. She helps them to extend their children's learning at home. Parents make positive comments about the childminder. They say that the childminder provides a caring and supportive environment.
- On outings, children learn about the history of where they live and the local community. For example, they visit the local doctor's surgery. They have discussions about people being unwell and that the doctor will give them a prescription and they can collect it from the pharmacy. Children access physical play in the childminder's garden. They also visit the local woods and parks where they learn to run in open spaces. At the park, they climb on equipment, which helps them to develop their coordination skills.
- Children benefit from the strong links the childminder forms with other providers and local schools. For example, staff share information about planning and activities, which the childminder extends. This supports continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses child protection training to ensure that she understands how to protect the children in her care from harm. She is knowledgeable about wider issues that can affect children, such as extreme views and behaviours. The childminder knows how to report any concerns about children to relevant professionals. She ensures that her home is a safe and clean environment for children to access. The premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Children learn how to keep themselves safe. For instance, the childminder teaches them about why they should not touch things that get hot, such as the fire.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to help them to work things out for themselves and to express their ideas
- continue professional development to gain a deeper understanding of the seven areas of learning to help raise children's learning to the highest levels.

Setting details

Unique reference number	313572
Local authority	Durham
Inspection number	10151393
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	8
Date of previous inspection	10 March 2020

Information about this early years setting

The childminder registered in 1988 and lives in the Burnopfield area of County Durham. She operates her service all year round from Monday to Friday between 6am and 6pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lynne Pope

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 this into account in their evaluation of her setting.
- The childminder and the inspector looked around the childminding premises together. The inspector spoke to the childminder about how she arranges her early years provision and curriculum.
- At appropriate times during the inspection, the inspector spoke with the childminder and the children.
- The inspector observed the interactions between the childminder and children. The childminder talked about the activities she plans and how they help children's development.
- A joint evaluation of an activity was completed with the childminder.
- The inspector took account of the views of parents from their written comments.

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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