

Childminder report

Inspection date: 28 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The enthusiastic and energetic childminder is dedicated to her role. She wants the best for every child in her care. The childminder is kind and very attentive, which helps children to feel secure in her care. Children demonstrate the close bonds which they form with the childminder. For example, they run to her and wrap their arms around her and tell visitors, 'She is all mine'. The childminder has a focus on children developing good social skills to prepare them well for later life. She encourages kindness and consideration for others. This helps children to learn respect and to develop early friendships. The childminder's clear expectations and boundaries help children to develop positive attitudes and behaviours.

The childminder has recently amended her curriculum to follow children's interests more closely. This helps to motivate children, and they are keen to join in activities. The childminder uses her knowledge of the different areas of learning to ensure that her curriculum is broad and varied. Overall, this helps all children to learn and remember more. Children very much enjoy imaginative play, pretending to be a doctor and a patient. They enjoy creative activities, for instance when they make edible spiders from cakes and liquorice sticks.

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

- Children show particular strength in their speaking and understanding skills. The childminder's excellent interactions consistently help children to learn and understand new words. She talks to them during their play, asking skilful questions and modelling new language and grammar. This contributes to children's remarkable achievements in this area of learning. Children are confident and articulate talkers. Their wide and varied vocabulary prepares them well for learning to read fluently.
- The childminder follows children's lead during their play and, generally, supports this well. For example, while making pictures with stickers, she helps children to place ladybirds in order of size, supporting their mathematical understanding. The childminder observes children to check the progress that they make. However, she does not consistently use what she knows about children to inform her teaching. At times, the childminder does not focus closely enough on what children most need to learn next.
- Children engage well in activities and become absorbed in their learning. They are happy to play independently, focusing on their task and concentrating well. Children are curious and eager learners. For example, they examine a grasshopper through a magnifying glass, showing awe and wonder. Children are keen to learn more about where grasshoppers live and what they eat. The childminder provides factual books to help children to learn more about different creatures.

- Partnerships with parents are well established. They say the childminder provides an 'exceptional level of care' that gives them 'peace of mind'. The childminder supports parents with their children's learning and development at home. For example, she offers support and advice around toilet-training, helping to ensure that children's support and experiences are consistent. Parents say that their children are particularly well supported to be confident and sociable.
- The childminder is eager to build on her professional development, for example by attending online training courses. This has helped her to evaluate some areas of provision and identify areas for improvement. However, she has not yet embedded her new learning into practice to help build on her provision and further improve outcomes for children.
- Children learn about good routines and habits that support their good health. The childminder ensures that children get plenty of fresh air and exercise and a well-balanced diet. She actively promotes dental health, working closely with parents to ensure that children visit the dentist regularly. The childminder helps children to understand good dental hygiene with a game designed to help children learn how to brush their teeth well.
- The childminder models good manners and respect in an age-appropriate way. For example, when children say, 'I want,' she models the words 'I would like'. Children are remarkably polite. Very young children say, 'Excuse me please,' when they attempt to get the childminder's attention when she is speaking.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children from harm. She knows how to report concerns about a child's welfare and would do so without delay. She keeps her knowledge up to date, for example by attending training and accessing online resources. This helps to strengthen her knowledge of the signs and symptoms of abuse and neglect. The childminder supervises children well. She checks her home to make sure that it is safe and removes hazards before children arrive. The childminder holds a paediatric first-aid qualification, which helps to ensure that children's accidents and illnesses are managed appropriately.

What does the setting need to do to improve?

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

- focus more precisely on what children most need to learn to help them build even further on what they already know and can do
- evaluate and apply learning from professional development opportunities to secure consistent, ongoing improvements to the already good provision.

Setting details

Unique reference number	313632
Local authority	Durham
Inspection number	10295318
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 13
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 December 2017

Information about this early years setting

The childminder registered in 1999 and lives in Tanfield Lea, County Durham. She operates all year round, from 5.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has 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 her evaluation of the provision.
- The childminder showed the inspector around the areas of her home used for childcare. She discussed her early years curriculum and how she organises her provision.
- The inspector observed the childminder's teaching and assessed its impact on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder spoke to the inspector about leadership and management. The inspector looked at a selection of relevant documents that the childminder provided for inspection.
- The inspector took account of parent's views from written feedback provided.

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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