

Childminder report

Inspection date: 2 February 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

Children enjoy a close relationship with the caring childminder. She is warm and friendly, which helps children to settle quickly. The childminder provides a range of interesting resources in her home-from-home environment. Children readily choose their own activities. For example, they choose to play with a doll's house or select their favourite construction toys to build with. This helps to develop children's independence skills. Children use pens to draw pictures and shapes. They confidently explain that they have drawn a 'circle' and a 'triangle'. Older children begin to recognise letters and initial letter sounds. This helps to develop their early literacy skills.

Children are motivated and eager to learn. The childminder encourages them to have a go and keep on trying. For example, when children try to connect construction pieces together, the childminder encourages them to turn the pieces until they fit together. The childminder provides praise and encouragement to children. This helps to raise their self-esteem and confidence.

Children behave well. The childminder is a good role model and explains the rules of the setting. This helps children to understand what type of behaviour is expected of them. Children enjoy daily opportunities for fresh air and exercise. They learn about road safety when walking to school. Children explain that, 'red means stop'.

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

- The childminder forms very good relationships with the families who use her service. She regularly shares information about children's development. The childminder works well with parents to support children's learning at home. Parents are happy with the care provided. They comment that the childminder has a, 'warm, friendly, but professional approach'.
- Children begin to use mathematics in their play. They talk about size as they play with small-world furniture. For instance, children explain the small bed needs to go in the small room. Children confidently count the number of chairs as they add them to the doll's house. The childminder encourages children to compare towers as they build. This helps to develop their early mathematical skills.
- Children learn about about being healthy. The childminder provides healthy snacks and drinks and talks to children about the importance of staying hydrated. She supports parents to ensure that children have healthy lunchboxes. Children talk about how broccoli is, 'healthy' and 'good for their body'. This helps children to develop an understanding of healthy lifestyle choices.
- Children have many physical play opportunities. They walk to school daily and

visit local parks. Children attend a number of different local playgroups. This helps to develop their large- and small-muscle skills and extend their social skills.

- Overall, the childminder supports children's communication skills well. She provides a language-rich environment and introduces new vocabulary. Children select their favourite stories and share them with the childminder. The childminder encourages children to predict what might happen next in the story. However, at times, the childminder is too eager to provide answers to questions before giving children enough time to respond.
- The childminder regularly evaluates and reflects on her practice. She attends mandatory training, including child protection and paediatric first aid. However, she does not focus enough on her professional development to strengthen and raise the quality of education to an even higher level.
- The childminder plans a range of experiences that reflect different backgrounds and cultures. For example, children learn about Chinese New Year and Diwali. Furthermore, children access the local community, such as the local church, so that they gain an understanding of the environment and community around them.
- The childminder is calm, kind and caring. There is a positive respectful relationship between the childminder and the children in her care. Children behave very well. They respond well to the childminder and seek to include her in their play. For instance, children share small-world resources so that the childminder can join in with their imaginative play.
- The childminder has a good understanding of the curriculum she wants to provide. Following the COVID-19 pandemic, she has identified that children need support with their personal, social and emotional development. To support this she has introduced children to playgroups. In addition, she regularly talks to children about their feelings and emotions. This helps to support children's emotional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and knows how to keep children safe. She knows the procedure to follow if she has concerns about children's welfare. The childminder attends regular safeguarding training. She knows the procedure to follow if there is an allegation made against her or a family member. The childminder has a good understanding of the signs that may indicate radicalisation and extremism. She knows how to identify the signs and symptoms of abuse, including county lines and female genital mutilation. The childminder teaches children about the importance of safety. For example, they learn how to safely cross the road.

What does the setting need to do to improve?

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

- give children plenty of time to respond to questions and promote their thinking and language skills even more effectively
- identify areas for professional development to raise the quality of education even further.

Setting details

Unique reference number	313670
Local authority	Durham
Inspection number	10264178
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	3 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 June 2017

Information about this early years setting

The childminder registered in 1992 and lives in Durham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector and the childminder carried out a joint observation.
- Parents shared their views of the setting through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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