

Childminder report

Inspection date: 20 May 2025

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 childminder provides well-planned and enjoyable experiences that are tailored to children's needs. She uses her good knowledge about children's abilities to inform her plans to support their learning. This helps to ensure that all children build on their current skills and knowledge. The childminder plans a nature-based curriculum that centres around real-life experiences and hands-on activities. For example, children enjoy playing in the outdoor role-play kitchen, which is filled with real fruit and vegetables that they have helped to grow. This helps children to develop an understanding of the world and encourages their engagement and curiosity. Children are eager and happy learners.

Children show trust in the childminder. For example, they snuggle on her lap and enjoy sharing books together. The childminder is vigilant and attentive, which helps her to ensure that children are safe and happy in her care. She recognises the importance of teaching children ways to keep themselves healthy and provides many activities that support this. Children learn important self-care skills, such as washing their hands and brushing their teeth. The childminder models good manners and respect, which helps children to develop positive attitudes. Children follow her consistent guidance and behave well.

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

- The childminder fills children's days with enjoyable activities, experiences and outings. Within each of these, the childminder maintains clear aims for children's learning. For example, she uses water play to help children to develop their hand muscles and coordination. The childminder takes children to group activities to help them to develop their social skills and confidence. Her approach helps to ensure that children develop new skills and knowledge across all areas of learning.
- Songs and rhymes feature throughout the day. Children choose a toy from a bag that represents a familiar song. They laugh and smile as they dance and join in with the words and actions. This helps to support children's language development and communication skills in an enjoyable way. The childminder encourages babies to experiment with more sounds and learn their first words, while older children build on their vocabulary.
- The wide range of activities the childminder provides are appealing and exciting to children. This helps to ignite children's interests, and they are keen to join in and play. Occasionally, however, the childminder's enthusiasm to keep children engaged leads to fast-paced activities, and she moves children quickly to the next task. This limits children's opportunities to practise, explore in depth and reflect on their learning.
- The childminder quickly identifies children's learning needs through regular and

accurate observations of them playing. She shares information with parents and carers and, where appropriate, other professionals to ensure that children receive the best support for their particular needs. This helps all children to make good progress.

- There is a strong commitment to continuous reflection and improvement. The childminder has made significant enhancements to her provision, including expanding the outdoor space to enrich children's learning experiences. She has strengthened her understanding of how to teach early mathematics, which has helped to deepen children's understanding of numbers and their value.
- Parents say they are 'blown away' by the childminder's dedication. They appreciate the extra support that she provides to help children to reach their learning milestones. For example, parents welcome the childminder's advice and guidance and borrow resources to support their children's learning further at home.
- Safety is a priority for the childminder. She teaches children to take responsibility and to make choices that protect them, for example, by wearing a helmet when riding the bicycles. She is very mindful of care routines that keep children safe, such as ensuring that they wear sun screen and drink plenty of water in hot weather.
- Children are confident to share their feelings, and the childminder helps them to regulate their emotions. She models respect and encourages consideration for others. This contributes to a culture of kindness and consideration. Children develop emotional resilience and form friendships. These important social skills prepare them well for later life.

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:

- slow the pace of teaching to allow children plenty of time to reflect, revisit and deepen their learning.

Setting details

Unique reference number	313699
Local authority	Durham
Inspection number	10392950
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	0 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	29 October 2019

Information about this early years setting

The childminder registered in 1995 and lives in Lanchester, Durham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that the spaces used for childcare are safe and suitable. She talked about how she organises her provision and discussed her early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about the leadership and management of her setting. She shared a range of relevant documents to support these discussions.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- Parents shared their views through written feedback.

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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