

Childminder report

Inspection date: 14 June 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 their time with this caring childminder. Parents are delighted with the support that the childminder provides. They comment that she creates a supportive atmosphere, and this helps their children to settle and relax. Toddlers demonstrate how relaxed they are as they snuggle into her for reassurance. Children learn how to keep themselves safe. For example, they know they must hold onto the childminder's hand or pushchair when they are out and about. They learn how to go up and down stairs using the handrail to help them.

The childminder has high expectations for children's learning. She knows what she wants children to learn. She uses children's interests as a starting point to extend their learning. For example, the childminder teaches older children how to count tadpoles onto a lily pad. She uses well-known counting songs to help children to count backwards from five. Children begin to understand that taking things away makes the number that is left smaller. Children concentrate well. They thoroughly enjoy painting butterflies. Children begin by using fingerprints to decorate their butterflies, but then quickly follow their own fascinations. Toddlers thoroughly enjoy rubbing their hands in paint and enjoy the sensory feel. Older children realise how they can mix paints together to make different colours.

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

- The childminder plans activities to support children's interests. For example, she puts out electronic toys to support younger children's fascinations. The childminder incorporates children's interest in the natural world into her curriculum. Three-year-old children thoroughly enjoy visiting the local wetlands and learning about tadpoles and frogs. They learn about wetland birds, such as herons. Children confidently explain how the heron pinches the tadpoles.
- The childminder supports children's learning effectively, overall. For example, she plays alongside children and responds to their interests and interactions. Older children in particular love involving the childminder in their play and conversations. However, sometimes, the childminder does not provide the same consistently high levels of support to younger children's learning. This is because she does not help older children to understand that younger children also need the childminder's help too.
- The childminder helps children to develop a love of books. From an early age, children sit and look at books together. Toddlers enjoy looking at pictures in books and turning the pages. They demonstrate very good concentration for their age. Three-year-old children enjoy listening to stories, they talk about the illustrations and join in with some refrains.
- The childminder generally supports children's language and communication. Older children are confident communicators, they ask questions and talk about

things that are of interest to them. They talk confidently to visitors about things they have done. However, on occasions, the childminder does not make the best use of opportunities to develop toddler's language and communication skills.

This means they have fewer opportunities to express their thoughts and ideas.

- The childminder helps children to understand how they can keep themselves healthy. Children know that they need to wash their hands before eating. They learn the importance of drinking water to keep themselves hydrated. Three-year-old children begin to manage their personal hygiene with increasing independence.
- Children develop good relationships with each other. They enjoy playing with each other as they play in the blocks. Three-year-old children help toddlers to work electronic toys. Older children develop an awareness of the needs of younger children. For example, they keep the floor space tidy, so there are fewer hazards for toddlers to trip on.
- The childminder has a good relationship with parents. She talks to them at the end of the day about what their children have been doing and how they can help them at home. The childminder finds out what children are doing at home and builds on this in her setting.
- The childminder evaluates her provision and identifies where she can improve. She uses these areas of development to plan further professional development. For example, she has recently researched strategies for helping younger children to develop their language and communication. However, the childminder does not consistently implement these strategies to help to enhance her practice further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of how she can keep children safe. She ensures that her doors are locked to prevent unauthorised visitors entering her home. She supervises children carefully at all times. The childminder keeps her knowledge and skills up to date. She has a good awareness of the signs and symptoms that may suggest that a child is subject to abuse. The childminder has a good awareness of the local procedures. She knows who to contact if she has concerns about a child's welfare.

What does the setting need to do to improve?

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

- provide consistently high levels of support to younger children to ensure that they make the best possible progress
- provide even more opportunities for toddlers to express their thoughts and ideas
- implement messages from training to extend practice further.

Setting details

Unique reference number	313703
Local authority	Durham
Inspection number	10289569
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 1995 and lives in Langley Park. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

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 that into account in their evaluation of the setting.
- The childminder showed the inspector around the parts of her home that she uses for childminding. She talked about her curriculum and how she supports children's learning.
- The inspector observed children playing and learning and evaluated the impact on children's learning.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to parents and took account of their written feedback provided for the purpose of the inspection.
- The childminder showed the inspector a range of documents, including those relating to her suitability, as well as other household members.
- The inspector spoke to children and the childminder at appropriate times during the inspection.
- The childminder explained how she manages her setting and keeps children safe.

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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