

Childminder report

Inspection date: 21 May 2024

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 are very happy and content in the childminder's caring and nurturing environment. Children show high level of motivation as they explore resources. For example, babies learn that as they squeeze a variety of sensory materials these make different noises. As babies repeat these actions they show astonishment on their faces as they discover this is a joy to behold.

The very close bond between childminder and children is evident. The childminder recognises the individual needs of children and responds immediately to these. For example, she knows when babies are tired, giving reassuring cuddles and speaking in a very soothing voice. The childminder pays close attention to detail, such as making sure children's favourite resources are readily available when they arrive. Consequently, children feel safe and secure in the childminder's environment.

The childminder understands where children are in their development and plans a curriculum to extend what children already know and can do. For example, she recognises babies who have just learned to sit up need to develop their core muscles and upper body movements. The childminder provides resources that babies have to reach towards. This encourages babies to move their arms to enable their fingers to grasp objects.

The childminder teaches young children to share and take turns. She explains to children how their behaviour impacts on others and gives children time to reflect on their actions.

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

- The childminder knows to speak slowly and clearly to children. She uses the correct pronunciation and gives children time to respond to what has been said. For example, babies learn the rules of communication as the childminder listens intently to their babbles and sounds. She waits for them to finish babbling before she responds with words.
- The childminder encourages the very youngest children to develop their self-help skills. At mealtimes she gives babies spoons to enable them to follow her actions and begin to feed themselves. This helps to develop children's self-esteem and inspires them to become more independent learners.
- The childminder encourages children to try for themselves and is very genuine in the praise she gives for their achievements. For example, as babies show a determination to remove their socks, the childminder tells them to 'pull, pull, pull'. She celebrates with claps, telling the babies 'you did it, you took your socks off, well done'.
- Children have many opportunities to develop their physical skills in the

childminder's garden. They learn to navigate inclines as they manoeuvre themselves up and down different levels and negotiate steps. Children practise their balancing skills as they move across stepping stones without putting their feet on the grass.

- Children have regular outings as part of the childminder's daily routine. They learn about nature and caring for wildlife as they feed ducks in a nearby park. Children mix with other adults and children. This enables children to build friendships and to feel valued by a wide range of different people.
- Parents are very praising of the service the childminder provides. They speak highly of the care and commitment the childminder shows in supporting their children's development. They are appreciative of the information the childminder shares with them and the support she offers parents towards enhancing their children's development at home.
- The childminder teaches children to keep themselves safe when out and about in the local community. For example, she teaches children how to cross the road safely and to stay within her sight at all times.
- The childminder makes sure that all necessary qualifications, for example, her paediatric first-aid training, are up to date. She accesses a wide range of safeguarding training to ensure children are kept safe in her environment. However, the childminder does not focus her professional development to help enhance her knowledge and skills, and raise outcomes for children to an even higher level.

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:

- target the plan for professional development to further enhance the quality of education.

Setting details

Unique reference number	313739
Local authority	Durham
Inspection number	10339163
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 July 2018

Information about this early years setting

The childminder registered in 1994 and lives in Spennymoor. She operates all year round from 7.30am until 5pm, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children. The childminder holds and appropriate qualification at level 3.

Information about this inspection

Inspector

Denise Charge

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 the evaluation of her setting.
- The inspector observed the interactions between the childminder and children, and evaluated the quality of education being provided.
- The childminder's public liability insurance, training certificates, evidence of the childminder's suitability and the suitability of all people living on the premises were checked by the inspector.
- Written views of parents were taken into account by the inspector.
- The inspector discussed with the childminder how she delivers the educational programmes for children.

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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