

Childminder report

Inspection date: 21 August 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle well and show they are relaxed in the childminder's care. They greet visitors in the home with a beaming smile and are keen to invite them into their play. This demonstrates they feel safe and secure in the childminder's home. Children are eager to engage in activities and freely explore their environment. They enthusiastically follow their interests and become independent in choosing resources for themselves.

Children practise their physical skills every day. Outdoor play equipment helps them to develop confidence and balance. For example, they fill containers with water and carefully balance them so they can pour the water down a chute. Small toys and tools help children to extend their handling skills. For example, children concentrate hard to control scissors so they can cut paper.

Children behave well. They understand the need to share and to take turns. The childminder supports them to resolve conflict as she explains what it means to be kind to each other. The childminder includes activities and experiences in her curriculum to develop children's emotional resilience and social skills in readiness for school. She takes children on outings where they visit local places in the community and meet new people. The childminder uses various modes of transport, such as the train and bus. This helps to widen children's life experiences.

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

- Since the last inspection, the childminder has worked hard to improve her knowledge and skills. She has made good use of training opportunities to extend her knowledge. This has helped her to understand and implement a curriculum that ensures all children are provided with good-quality learning experiences that match their age and stage of development. She regularly assesses risks in her environment and ensures that she removes all potential hazards.
- The childminder is aware of the skills that children will need to support the next stage of their learning. She encourages older children to gain more independence, such as being able to tend to their own personal needs or hold a pencil to make meaningful marks. Children also learn important social skills and develop good attitudes to learning. These aspects of learning contribute to a smooth transition to life in school.
- The childminder understands the importance of helping children to develop their communication and language and literacy skills. She introduces lots of vocabulary at every opportunity and carefully models the correct pronunciation. She listens to what children have to say and takes every opportunity to engage children in conversations about what they are doing.
- The childminder supports children's literacy skills. For instance, when children

show an interest in the sounds that letters make, the childminder introduces them to the letter sounds that make up their name. They enthusiastically draw and colour pictures. This helps to support early writing skills. However, because other resources block the bookshelf, children do not have easy access to books. This prevents children from developing a real love for books to further support their early literacy development.

- The childminder talks to children about different healthy foods and what is not healthy for them. This supports children to start to build an awareness of healthy lifestyles. She implements good handwashing routines with children after they use the toilet to develop their understanding of personal care routines.
- Children confidently count and name shapes and colours. However, the childminder's curriculum for mathematics is not promoted as well as it could be. Children are not consistently able to test and trial their ideas or learn early mathematical concepts, such as comparing size, shape and weight.
- The childminder's close partnership work with parents and other settings means they receive consistency in their care and learning. Strong communication ensures that everyone is aware of children's progress and development and ways to continue their learning outside of the childminder's home. Parents comment that their children have thrived in the childminder's care.

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:

- review and improve children's access to books to further support their pre-reading skills, enjoyment and interest in books and stories
- enhance the curriculum for mathematics even further, to provide children with opportunities to test and trial ideas through shape, weight and measure.

Setting details

Unique reference number	313874
Local authority	Durham
Inspection number	10406145
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 April 2025

Information about this early years setting

The childminder registered in 1992 and lives in West Auckland, County Durham. She operates all year round, from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded places for childcare. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- The inspector carried out a discussion with the childminder on how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on the children's learning. She spoke with the children during the inspection.
- The inspector and the childminder completed a joint evaluation of an activity.
- The inspector spoke with parents during the inspection and took account of their views.

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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