

Childminder report

Inspection date: 10 October 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, settled and have secure attachments with the childminder, who is warm, kind and caring. Parents comment that their children come home happy and smiling after spending time in this setting. The childminder considers children's interests when planning activities and resources. She listens to children and encourages them to make choices. This helps all children to be motivated in their learning.

The experienced childminder devotes her time to talking and playing with children to extend their learning. She thinks carefully about what children already know and can do when deciding what to teach them. The childminder collects lots of information from parents when children first start. She makes sure to follow babies' routines from home. This helps children to know what will happen next and feel secure.

Warm and positive relationships with the childminder help children to understand and manage their emotions and relate positively to others. The childminder models the behaviour she expects in her interactions with children. Children learn to cooperate, share and listen to each other. The childminder takes account of children's prior experiences. For example, when children speak additional languages at home, the childminder teaches all children to sing songs and learn to count in these languages.

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

- Children gain new knowledge as they play. The childminder gives children plenty of opportunities to practise new learning. For instance, when children explore play dough, the childminder uses language, such as 'long' and 'short'. Children then compare the length of their models.
- The childminder understands how to support children with special educational needs and/or disabilities. She uses her assessments to identify gaps in children's development. The childminder understands the importance of seeking advice from other professionals when children require further support.
- As children play, they engage in mathematics. For example, they notice and make patterns as they build with blocks. The childminder provides well-timed and sensitive interactions to extend children's learning. For instance, she introduces the names of shapes, such as a 'semicircle', and encourages children to count the edges on squares.
- The childminder comments on what children are doing and echoes back what they say, introducing new words as they play. She regularly engages children in stories, rhymes and songs to help them to learn new language. Babies start to engage in back-and-forth interactions. The childminder knows the importance of

restricting the use of dummies to help children to become effective communicators.

- There is an emphasis on children's health and well-being in this setting. The childminder models healthy eating routines and ensures that mealtimes are pleasant social occasions. Children enjoy 'try it Tuesdays', where the childminder introduces new foods, such as olives. They enjoy visiting a community allotment and buying vegetables, which they come back and cook with.
- The childminder encourages children's independence at every opportunity. She provides a stool to help young children to reach the sink to wash their hands on their own. The childminder works with parents to toilet train young children. Children confidently attempt to peel their satsumas.
- The childminder gives children lots of time to work things out and have a go at activities. Children try hard, persevere and work out how to build castles with blocks. They investigate how to make different cars fit into their structures. They show much pride in their achievements and finished creations.
- Comments from parents are extremely positive and show that they value the childminder's service. The childminder shares a wealth of information to update them and support their children's learning at home. Parents appreciate the detailed daily diaries and photos they receive about their children's care and learning.
- The childminder thinks about children's personal experiences to increase their knowledge and sense of the world around them. Children go on lots of visits to community groups, farms, parks and in the local community. The childminder uses these trips to develop children's confidence, social skills and understanding of the world. She teaches children how to keep themselves safe. For example, children learn about road safety and traffic crossing officers.
- The childminder attends all statutory training, such as first aid and safeguarding. She makes plans to enhance her setting further, such as building an outdoor cabin to provide even more opportunities for children who prefer to learn outdoors. However, the childminder has not focused professional development on extending the quality of education 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:

- focus professional development opportunities on enhancing the quality of education to an even higher level.

Setting details

Unique reference number	313883
Local authority	Durham
Inspection number	10364232
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	31 January 2019

Information about this early years setting

The childminder registered in 1997 and lives in Hobson, County Durham. She operates during term time, from 7am to 6pm, Monday to Friday. The childminder holds a qualification at level 3. She provides government-funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- The childminder and the inspector carried out a learning walk together to discuss the childminder's intentions for children's learning.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written views with the inspector.

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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