

Childminder report

Inspection date: 28 April 2022

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

The childminder provides a safe, warm, welcoming environment where children feel happy and secure. They are very much 'at home' and confident in the setting. They approach the childminder with much affection and this is reciprocated. Children are motivated to learn and independently explore the toys and play activities provided. They initiate their own play and become engrossed in these but are equally as happy engaging in adult-directed play. For example, they persevere with much interest as they sort pom-poms into colours and stack them in the corresponding coloured tubes. They delight in becoming 'rabbits', enthusiastically hopping and jumping as the childminder sings to them. They listen to instructions and display a can-do attitude as they complete tasks independently, such as washing their hands in preparation for snack time.

The childminder is a positive role model and has high expectations for children's behaviour. Children behave well and know and recognise routines, such as sitting at the table to eat and helping to tidy things away. Toddler groups in the local community have now reopened since the pandemic. The childminder takes advantage of these sessions to help prepare children for starting nursery. Attendance at these sessions is successful in developing children's confidence in larger groups and strengthens their understanding of sharing and taking turns.

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

- Since her last inspection, the childminder has worked closely with local authority advisers to improve her safeguarding knowledge. She has completed training and revised her policies and procedures. Consequently, she has a sound knowledge and understanding of how to recognise when a child may be at risk and knows what to do to protect them.
- Trusting, positive partnerships with parents are in place. Parents are happy with the care provided for their children and with the way information is shared. Information about how parents are able to contact Ofsted should they have concerns about the childminding service are readily displayed in the setting.
- The childminder knows the children in her care well and can confidently talk about their capabilities. She prepares them for their next stage in learning and overall, children make good progress. She speaks to parents about the next steps in children's learning and where she identifies any areas where they may need a little extra support. However, she does not liaise with other settings that children attend to ensure all parties work together to help close any gaps in children's development.
- The childminder promotes children's communication and language skills well. For example, she models sounds and single words, and clearly repeats words for young children to copy. Books are plentiful and readily available and story time

is a firm favourite with the children. The childminder fully recognises how this helps to develop children's vocabulary.

- Children make good progress with their mathematical development. They are beginning to develop an understanding of mathematical concepts and use appropriate language such as 'small' and 'full'. The childminder encourages children to use numbers during adult-led activities and in their play. They are beginning to count in sequence and recognise basic shapes such as 'heart', 'star' and 'circle'.
- The childminder is an experienced childcare provider. She evaluates her provision and considers parents and children's views when adapting her practice. She has been proactive since her last inspection in accessing training to ensure the actions were met. However, she does not have a plan in place to help her improve and develop the learning and development provision to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has sound knowledge of safeguarding issues and of the procedures of the local safeguarding partnership. Daily risk assessments are carried out before the children arrive at the provision and the premises are kept clean and tidy. Children are supervised at all times. The childminder supports children to develop a good understanding of their own personal safety. For example, she teaches children how to use scissors correctly and reminds them about safe behaviour when outdoors. Children quickly learn how to keep themselves safe, for example, they know that they must wear a helmet when riding their scooter.

What does the setting need to do to improve?

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

- work with other settings that children attend to ensure that learning and development are fully and consistently promoted
- implement a programme of professional development to raise the quality of practice and teaching to the highest levels.

Setting details

Unique reference number	314000
Local authority	Durham
Inspection number	10218185
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 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 December 2021

Information about this early years setting

The childminder registered in 1998 and lives in Chester le Street, County Durham. She operates her provision from 8am to 5pm on Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lindsey Pollock

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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