

Childminder report

Inspection date: 3 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are quick to settle with this approachable childminder. She provides exciting activities for children to explore and enjoy. For example, children routinely help to prepare lunch and make home-cooked meals. They eagerly help to bake a carrot cake. Children confidently use scales to weigh ingredients and grate carrots to add to the mix. Young children learn words to describe how the ingredients change when they are mixed together, such as 'wet' and 'dry'. The childminder helps children to understand about vitamins and how they can improve overall health. She uses praise and support to help children to keep working together. Children are highly engaged and focused.

Older children engage well in conversations and describe their ideas as they use complex sentences. Younger children learn new words and they join in favourite songs. The childminder provides good opportunities for children to enjoy energetic physical play, including outings to local parks and activities, such as sports day. The childminder is an extremely positive role model and has high expectations for children's behaviour. Children are kind and extremely polite. For example, they say, 'please may I have some more fruit', at snack time.

Children make links in their learning as the childminder sequences the curriculum to build on their knowledge and skills. For example, children grow and harvest fruits and vegetables in the childminder's garden and at her allotment. With the produce, the childminder teaches them how to prepare nutritious meals and snacks.

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

- The childminder regularly reflects on her practice and develops her skills to work with children. For example, she has developed an excellent understanding of the importance of healthy eating. The childminder actively promotes children's good health. Children enjoy home-cooked healthy meals and have an excellent awareness of hygiene routines.
- Children develop a 'can-do' approach and show exceptionally high levels of independence. For example, they use suitable safety knives to cut up melons and strawberries and peel bananas for snack. Older children independently manage their own personal needs, especially in relation to health and self-care. All children confidently learn key skills, so they are very well prepared for their next stage in learning, and school.
- The childminder monitors the progress children make through her observations and assessments. She knows how to access support from other professionals to close any gaps in children's learning. For example, the childminder understands the importance of working closely with speech and language therapists to

support children's communication skills.

- Children develop skills across all areas of the curriculum. They make good progress, overall, as they engage in play. For example, younger children develop their imagination as they play with small emergency vehicles. Older children develop their mathematical skills. For example, they count as they build tall towers and learn about measurements, such as 'tallest' and 'smallest'.
- Children show good concentration skills as they complete jigsaws, build towers with blocks and try to catch balls. However, at times, the childminder intervenes too quickly, preventing the children from having the chance to solve problems and develop their critical thinking skills.
- The childminder provides regular opportunities for educational trips in the community. Children attend local toddler groups, which helps them with their social skills. They also enjoy visits to local facilities, such as libraries.
- The childminder supports children effectively as they move from home to her provision. Settling-in procedures are tailored to the individual needs of each child. This helps children to develop secure emotional attachments to the childminder from the start.
- Children behave very well. They play independently together, sharing toys and resources, avoiding dispute and conflict. The childminder implements highly effective behaviour management strategies. Children are aware of the behavioural expectations in the setting, which the childminder positively reinforces.
- The childminder has built strong relationships with children's parents. Parents feel that the environment is nurturing and incredibly organised. They are particularly pleased with the effortless communication and are thankful for the childminder's flexibility. However, the childminder has not yet developed partnerships with other settings children attend, to provide continuity in their learning.

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:

- provide children with opportunities to problem solve independently to build on their critical thinking skills to a higher level
- develop partnerships with other settings children attend to help ensure continuity of learning.

Setting details

Unique reference number	502377
Local authority	Darlington
Inspection number	10399269
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	16
Date of previous inspection	26 November 2019

Information about this early years setting

The childminder registered in 2001 and lives in Darlington. She operates from 7am to 5.30pm, Monday to Friday, during term time only. The childminder provides government funded childcare.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector took account of the views of parents through written feedback provided.

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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