

Childminder report

Inspection date: 3 June 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 settled and happy in the childminder's care. Her warm and attentive approach puts them at ease and helps them to feel safe and secure in her care. Children are very confident, for example, when they offer to show the inspector the garden where they play. The childminder encourages positive values and attitudes in children, supporting them to take responsibility and to be kind to one another. Children play happily together, follow instructions and are helpful. For example, they offer to bring toys from another room for their friend, bringing a chair so that they can sit together at the table. The childminder is a positive role model. Children learn good manners and are polite and well behaved.

The childminder focuses on helping children to be happy, independent learners. She supports this through a range of play and social experiences that help children to build on their knowledge and experience. She plans activities that appeal to children's interests, which helps to motivate and engage children in their learning. The childminder thinks carefully about the activities that she provides and works alongside children to help them to build on what they already know and can do. This contributes to the good progress that all children make.

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

- A wide range of activities support children's overall development well. For example, they collect fruit from the garden and use it in cooking activities. This helps them to develop an understanding of the world. Visits in the local community, such as to the local railway, build further on children's experiences. They develop their physical skills during active play in the garden and local play areas.
- Books, songs and rhymes are woven into everyday activities. Children giggle while dancing and enjoy acting out familiar rhymes with characters made from wooden spoons. The childminder values how these activities support children's language skills. However, occasionally, she does not ensure that children can clearly see and hear her when she speaks to them to help them to refine their language skills.
- Children are highly motivated during activities that are based on their current interests. For example, they enjoy making play scenes for toy dinosaurs, using their imaginations to create adventures for them. The childminder supports this well, for example encouraging the children to compare the dinosaurs and think about where they may have lived.
- The childminder helps children to be ready for school. For example, they put on their own coats and shoes. She also aims to prepare them for future learning, for example, by teaching them about numbers and their meaning. However, the childminder does not consistently plan well enough to further support children's

literacy development, for example, by providing more opportunities to make marks and develop their pencil grasp.

- There is an atmosphere of mutual respect and kindness. The childminder teaches children to consider others. They remind one another that 'sharing is caring'. They eagerly help to clear away and frequently offer to help the childminder, for example, to tidy the room or set up new activities.
- Consistent routines help children to learn about ways to keep themselves safe and healthy. They readily wash their hands before snack and understand that the germs can make their tummy poorly. They talk about how they must be careful when cutting up their fruit with a child-safe knife.
- Children form close bonds with the childminder. They often call her name to share their learning with her or involve her in their play. When they need a little reassurance, they climb on to her lap for a hug. The childminder is very aware of children's emotional needs and supports them very well.
- The childminder continues with her own professional development. This contributes to her good capacity to continuously build on the quality of education. For example, having studied brain development, she has a stronger understanding of the impact this has on the way that children learn. She takes account of this when planning her curriculum.
- Parents trust the childminder and commend how well she supports their children's 'growth and happiness'. They appreciate the variety of activities that she provides and say that 'two days are never the same'. The childminder provides guidance that helps parents to support children's learning at home. They describe her as a 'credit to the industry' and talk about how happy children are to attend.

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:

- refine interactions with children to provide more precise support for their developing language
- plan more effectively for children to further develop the necessary skills in preparation for learning to write.

Setting details

Unique reference number	507002
Local authority	Darlington
Inspection number	10392825
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 September 2019

Information about this early years setting

The childminder registered in 1994 and lives in Darlington. Opening hours are from 7.30am to 5.30pm, Monday to Thursday. She operates all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides government funded early education sessions for children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder discussed how she organises her early years provision, including the aims and rationale for her 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.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The childminder shared a range of relevant documents to support discussions about leadership and management.
- The inspector took account of written feedback from parents.

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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