

Childminder report

Inspection date: 9 January 2023

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

The childminder is committed to supporting children to be confident and happy learners. They benefit from a nurturing environment and plenty of enjoyable learning experiences. This helps to successfully promote their overall well-being and development. The childminder's warm approach puts children at ease. They show a strong sense of belonging and high levels of self-esteem.

Children benefit from a broad curriculum that supports all aspects of their learning well. They are curious learners who eagerly join in activities. Toddlers delight in finding surprise items during a 'What's in the box?' activity. The childminder teaches them new words such as 'sponge', 'squash' and 'squeeze' while they explore the items they find. Pre-school children are independent learners. They concentrate well while making a picture from stickers. They show great pride in their achievements, which is supported well by plenty of praise and encouragement from the childminder.

The childminder is mindful that some children have had limited social experiences due to the COVID-19 pandemic. She ensures that children get plenty of opportunities to mix with larger groups of children and to develop their confidence to share their experiences with others. For example, they enjoy visits to play groups and soft-play areas.

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

- Children enjoy the childminder's company and seek her out to share their experiences. She plays alongside children and makes learning fun. Her enthusiasm while reading to children helps them to develop a love of books. They wait in anticipation to see what happens next in the story.
- The childminder's good knowledge of child development helps her to plan activities that help children to learn. This has a particularly strong impact on their mathematical learning. The childminder weaves language related to size, shape and number into games and activities. For example, children work out which balls are too large to fit through the holes in a puzzle. They show very good mathematical understanding and problem-solving skills.
- Occasionally, the childminder does not check that children understand what they have learned before moving them on to a new challenge. At times, she provides them with too much language or new knowledge during activities. Children sometimes find it difficult to absorb new information and remember what they have learned.
- The childminder values children's views. She involves them in deciding which activities they will take part in, such as where they will go for an afternoon walk. She provides resources that are linked to children's interests. This ignites their

curiosity and encourages their engagement in exciting learning opportunities. For example, children eagerly investigate creatures during a 'bug hunt'.

- Children behave well. They follow instructions and are keen to help, for example, by tidying away after activities. The childminder teaches them to consider one another's feelings and encourages good manners. Children are polite, respectful and kind to one another. They independently offer to share their fruit at snack time.
- The childminder promotes children's good health. She provides nutritious snacks and encourages them to drink plenty of water. Good hygiene routines help to protect children from infection. For example, they learn about the importance of washing their hands at appropriate times. Frequent opportunities for fresh air and exercise contribute to their good physical and mental well-being.
- Parents describe the childminder as 'understanding, calm and caring' and say their children have 'the best start they could ever have been given'. They appreciate plentiful information about their children's activities and the progress that they make in their learning.
- The childminder is keen to expand her knowledge. For example, she attends online training and webinars wherever available. However, she has not considered seeking professional development opportunities to enhance children's learning and development, particularly in areas where she knows some children need additional support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes steps to keep children safe in her home. For example, toys and equipment are checked and cleaned frequently. Visitors' identities are checked, and a password system is in place if children will be collected by someone not known to the childminder. The childminder keeps her knowledge of safeguarding up to date. Alongside training courses, she checks websites and social media platforms for information about updates to guidance and legislation. The childminder has a good knowledge of the signs that could indicate children may be at risk of harm. She has clear procedures to record, respond and appropriately report any concerns about a child's welfare.

What does the setting need to do to improve?

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

- give children plenty of time and opportunities to practise new skills and embed their learning even more successfully
- focus professional development more precisely to build on the already good teaching, and support children's learning even more effectively.

Setting details

Unique reference number	550085
Local authority	Durham
Inspection number	10229455
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 January 2017

Information about this early years setting

The childminder registered in 2001 and lives in Stanley, County Durham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 and assessed the impact that this was having on children's learning.
- The childminder shared documents that she uses to support her practice.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents from 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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