

Childminder report

Inspection date: 7 June 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

The childminder's warm and caring approach puts children at ease. Children show a strong sense of belonging, for example, when they pause their play for a quick hug from her. They play happily and confidently. Children are very keen to tell visitors about the fun they have. The childminder's home is filled with songs and laughter. Her playful approach, along with the joy she shows in her role, creates a very positive atmosphere where children flourish. Children are highly motivated and inquisitive learners who clearly love to learn more. They glow with pride when the childminder consistently praises their efforts and show high levels of self-esteem.

The curriculum has a sharp focus on supporting children's communication skills, which the childminder considers to underpin all of their learning. The impact of this is evident in children's remarkable language skills. They are extremely articulate, and they exceed the expected levels of language development for their age. For example, children who have just turned two years old speak in full sentences. They ask, 'Can we sing five little ducks next please?' The childminder models good manners and respect. Children learn to consider the needs and feelings of others. They are polite and kind. Children benefit from the childminder's consistent and fair boundaries. They learn right from wrong and behave well.

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

- Children eagerly join in inviting activities that appeal to them. For instance, when they show interest in animals, the childminder provides a play tray with a farm theme. Children enjoy washing and feeding toy animals and counting them and comparing their size. The childminder extends this further by singing songs and reading stories that are linked to the theme. Children become absorbed in their learning, and they concentrate very well.
- The childminder knows the children in her care very well. She uses accurate assessments of their abilities to help her to prioritise what she will teach them next. This helps children to build successfully, and quickly, on what they already know and can do. The childminder identifies any areas of development where children may need extra support, then tailors activities to accelerate their learning. This helps to ensure that all children make very good progress and achieve well.
- The childminder provides activities that are relaxed and unhurried. She gives children plenty of time to work through their ideas during play. When children change the direction or theme of an activity, the childminder follows their lead, providing further resources and encouragement. Children are motivated learners who experiment, create and investigate. They learn to solve problems that they encounter during their play.
- Children benefit from plenty of fresh air and exercise and nutritious, home-

cooked meals. This helps to support their good physical health. However, the childminder sometimes overlooks ways to teach children about the importance of good hygiene routines, such as the reasons why washing their hands is important.

- Parents praise the childminder for the 'loving environment' she provides and the 'brilliant bonds' their children make with her. They contribute to assessments of their children's learning and work alongside the childminder to extend their children's learning at home. The childminder seeks feedback from them, for example, by sending regular questionnaires. This contributes to her good capacity for continuous improvement and development.
- The childminder uses the funding she receives for children's early education to enrich their experiences. For example, she provides outings to places of interest, such as museums, parks and play centres. The childminder recognises that some children missed out on social experiences due to the COVID-19 pandemic. She takes them to group activities, such as 'messy playgroup', to help them to develop confidence in a larger group of children.
- There is a clearly evident focus on children's safety and welfare. The childminder completes stringent checks on her home, on places visited during outings and on all routines and experiences that she provides. This helps her to ensure children's safety while in her care. The childminder maintains excellent knowledge of how to identify children who may be at risk from abuse or neglect. She knows how to support families encountering difficulties and how to refer any significant concerns to protect children from further harm.

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:

- teach children even more consistently about the importance of good hygiene routines.

Setting details

Unique reference number	550089
Local authority	Durham
Inspection number	10346964
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	6
Date of previous inspection	30 August 2018

Information about this early years setting

The childminder registered in 2001 and lives in Annfield Plain, Stanley. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early education for two-, three- and four-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 childminder and has taken that into account in her evaluation of the childminder.
- The childminder showed the inspector around the areas of her home that are used for childcare. She discussed her early years foundation stage curriculum and how she organises her provision.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection. She took account of parents' views from the written feedback that was provided.
- The childminder provided a selection of documents for inspection.

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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