

Childminder report

Inspection date: 24 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

Children are happy in the childminder's care. She is extremely warm, positive and caring. On arrival, children excitedly enter her welcoming, stimulating home. She provides them with cuddles and reassuring words. As a result, children feel safe and secure in her care. The childminder is clear about what she wants children to learn and why. She follows their interests to plan activities that support and extend their learning. For example, she knows children's interests are trains and animals, so uses these to support the development of children's communication skills. Very young children eagerly learn new words, such as 'rhinoceros'.

Children benefit from having access to a wide range of activities. The childminder joins in with children's games, dressing up and taking turns as they play. For instance, the childminder and the children dress up in jackets and hats and use tools to fix the motorbike in the garden. This supports children to develop their imaginative skills. The childminder is an excellent role model. Children display very good behaviour and have good manners. Even very young children say please and thank you without prompting. Children have many opportunities to play outside. The childminder takes children to the local park and they spend quality time in her well-resourced garden. Children excitedly investigate a snail in the garden and listen carefully as they hear a helicopter fly overhead. This helps children learn about the wider world.

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

- Children behave very well. They learn about fundamental British values and develop a sense of what is right and wrong. The childminder teaches children about respecting each other and their environment. They understand the rules of the setting. They remove their shoes as they enter and tidy up before moving on to another activity. The childminder gives children lots of praise and encouragement. This helps to develop children's self-confidence and raise their self-esteem.
- Children have good opportunities to be active. They walk, run, and climb on a variety of play equipment. The childminder teaches children to take appropriate risks and challenges. For instance, children walk along balance beams and propel themselves on push-along toys. This helps to develop their large-muscle skills. The childminder encourages children to develop their small-muscle skills. They connect pieces of train track together, make marks with paintbrushes and open and close latches on an activity board. This helps to develop children's physical skills.
- The childminder teaches children good early mathematical skills. For example, the childminder uses positional language as she encourages children to place the trains 'behind' and 'in front' of each other. The childminder skilfully weaves in

opportunities to develop children's understanding of numbers and counting as they play. For instance, she encourages children to count as they scoop water into a spray bottle.

- The childminder has a clear curriculum. She places a strong emphasis on developing children's language skills and personal, social and emotional development. She carries out regular observations of children and monitors their development closely. The childminder knows the children in her care well and plans activities that incorporate their interests. This helps to keep children motivated to learn.
- Parents are very happy with the care and attention the childminder gives their children. The childminder works effectively with parents to find out what their children can already do when they start attending. She routinely shares what has been happening during the day, and how parents can extend their children's learning at home. Parents comment that they 'would not send their children anywhere else'.
- The childminder has completed all mandatory training. She reads and researches some topics. However, the childminder has not undertaken more in-depth and wider training to help extend her knowledge and to be able to support children's learning and development even further.
- Children are safe inside the childminder's premises. She continuously carries out risk assessments to ensure all possible hazards are removed. For example, on the day of inspection, the childminder was very aware of the temperature in the garden and routinely checked how hot the play equipment was. This helps to ensure children's safety and well-being.

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:

- strengthen professional development opportunities to further enhance knowledge and raise the quality of teaching to an even higher level.

Setting details

Unique reference number	EY102298
Local authority	Durham
Inspection number	10351289
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 2
Total number of places	12
Number of children on roll	5
Date of previous inspection	22 October 2018

Information about this early years setting

The childminder registered in 2002 and lives in in Toft Hill, Bishop Auckland in County Durham. She operates all year round from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder occasionally works with an assistant and provides funded early education for children aged two, three and four years. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Julie Campbell

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 their evaluation of the childminder.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and they discussed their findings.
- The inspector viewed relevant documentation.
- The inspector considered the views of parents provided on the day of the 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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