

Childminder report

Inspection date:

5 November 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 very settled in the home-from-home environment provided by this childminder. The childminder is a positive role model. She teaches children how to interact with each other with kindness and respect. As a result, children play together harmoniously. Older children are caring towards the younger children. For instance, when they notice babies grizzling, they find them the particular toys they enjoy playing with. With gentle reminders from the childminder, children lower the volume of their play when they know babies are sleeping. This supports children's developing social skills and prepares them well for the transition to school.

The childminder has planned her ambitious curriculum to cover a broad range of knowledge and skills. She considers each child's particular interests and developmental next steps when planning for their learning, and she ensures that the learning environment reflects the needs of the children who attend. The childminder provides children with a wide range of varied experiences outside of the home. This supports children with key knowledge, helping to prepare them for their future experiences of the world around them.

There is a particular focus on developing children's personal care skills and independence in this setting. Children demonstrate the skills they are learning as they put on their outdoor clothes with a little help and encouragement from the childminder. Children develop confidence and express their satisfaction at completing these tasks, such as by excitedly shouting, 'I did it!' when they have finished getting dressed for outdoor play.

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

- The childminder takes care to understand the unique needs and family context of all children who attend. She uses this information to plan an individualised curriculum with a clear focus on closing gaps children have in their prior experiences and understanding of the world.
- The childminder takes an active role in engaging parents in their child's early education. For instance, she provides guidance around developing home routines and high-quality play and interactions. As a result, parents benefit from an increased understanding of how to support their child's learning and development at home. Parents speak very highly of the support and care this childminder provides. They say their children are very happy here and are making good progress, particularly in their language and social skills.
- Children demonstrate positive behaviours in this setting. The childminder teaches children to use good manners and models using phrases such as 'please' and 'thank you'. When children have persevered and concentrated on a task, such as sorting autumnal objects into categories, she provides praise. For

example, she says, 'Well done, you have organised them very nicely!' This supports children in feeling proud of their accomplishments and encourages these positive behaviour traits further.

- The childminder is adept at engaging with children in their self-led play and skilfully provides a range of language to support their developing vocabulary. Children learn and remember these new words, using them in their conversations throughout the day. For instance, when crunching leaves in their hands, children are able to describe them as 'crunchy and squidgy'.
- The childminder also plans for adult-initiated activities and encourages children of all ages to join in. While children are typically interested and engaged, at times, the childminder is not focused clearly enough on what it is she intends children to learn. During these times, for some children, activities lack challenge.
- The childminder puts consistent personal care routines in place and actively teaches children self-care skills, such as using the toilet, blowing noses and washing hands before mealtimes. She teaches children how to use tools to safely chop and prepare fruit for their dessert. Children show great pride as they complete these tasks with high levels of independence. This supports children to learn how to take care of their bodies, including eating a range of healthy foods.
- The childminder ensures that children are given plenty of opportunities aimed at developing their physical skills. This includes making use of local parks and playing in her garden. However, she has not considered carefully enough how to build up children's physical skills sequentially, based on what they already know and can do, especially when playing in the garden. For example, the youngest children are not able to access all the activities offered without high levels of assistance. Older children do not persevere for long periods when undertaking the activities provided for them. This limits the progress children make in their physical development.

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:

- ensure when planning adult-initiated activities, there is a clear focus on what children are intended to learn
- ensure the planned curriculum enables all children to develop their physical skills effectively over time, particularly when learning outdoors.

Setting details

Unique reference number	EY239857
Local authority	Darlington
Inspection number	10364234
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	31 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in Darlington. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The provider offers the government funded places for childcare.

Information about this inspection

Inspector
Dani Taylor

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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.
- Children communicated with the inspector during the inspection.
- 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 carried out joint observations of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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