

Childminder report

Inspection date: 28 July 2022

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 and settled in the childminder's care. They are welcomed fondly by the childminder and hang their coats up independently, ready to start their session. Children become engaged in the interesting activities on offer. They enjoy many activities that encourage them to investigate and explore. The childminder places a focus on children learning and playing outdoors. Younger children spend a long time collecting water from a tank in the garden. They carefully pour it into different-sized containers. This helps to develop their hand-to-eye coordination. Older children develop their imaginations when they play with real pots, pans and large utensils in the outdoor kitchen.

Children have lovely relationships with the childminder and each other. They listen to each other and take turns when they play. Children understand during a game when it is their turn to roll the dice. The childminder is mindful that children have not had as many opportunities to play in larger groups of children during the COVID-19 pandemic. She therefore takes children to visit groups most mornings to help to enhance their confidence in larger groups. Children also enjoy meeting and playing with other childminders and their children. They visit places of interest in the local community, such as local parks.

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

- Overall, the childminder uses her observations to plan interesting activities, which take account of what children need to learn next. Children are well prepared for the next stage in their learning.
- The childminder does not think about how she can meet all the children's needs during some adult-led activities. For example, during a creative activity, some younger children find parts too difficult and lose interest.
- Children enjoy healthy meals and snacks. They take great delight in making their own wraps for lunch, choosing from a range of nutritious fillings. Children learn how to use knives safely as they chop up their tomatoes and cucumbers.
- The childminder attends training, such as first aid and safeguarding, to make sure that she keeps her knowledge up to date. However, she has not recently focused her professional development on developing the quality of education to an even higher level.
- The childminder evaluates her practice and makes plans for development. She takes the views of parents and children into account. For example, she has built a log cabin in her garden and provided a covered area to allow children to spend more time outdoors.
- Children have good opportunities to develop their literacy and early writing skills. The childminder builds regular story times into the children's day. Children talk about their favourite stories. They make marks in a large tray with chalk, and

older children learn to write their names.

- All children demonstrate good levels of concentration when they play. They show pride in their achievements. For example, children ask the childminder to take photos of their creations and send them home to their parents. Children persevere during activities. They try hard to fit pieces into a jigsaw puzzle.
- Older children develop their independence. For example, they pour their own drinks. Younger children confidently wash their own hands. Mealtimes are a sociable occasion where the childminder and children talk about their day and lives.
- The childminder listens to children and responds to what they say. She extends children's vocabulary and introduces words, such as 'upside down'. Children later use these new words when they play with their friends.
- The childminder helps children to develop their mathematical skills when they play. Children learn to count, and they name and recognise shapes. Young children talk about different colours. They confidently sort small fruit and vegetables.
- There are strong partnerships with parents. The childminder shares lots of information with parents about their children's development. Parents are extremely complimentary about the childminder. They say that the childminder has supported them with weaning, with their children's speech development and toilet training.
- The childminder is proactive in working with other settings where children also attend. They share information to support children, such as in managing their behaviour and developing their communication skills. This helps to complement children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse. She knows what to do if she has any concerns about a child's safety. The childminder checks the environment each day to make sure that it remains a safe place for children to play. Children learn how to keep themselves safe. They know how to use scissors carefully. Children remember to put their hands over their mouths when they cough to stop the spread of germs.

What does the setting need to do to improve?

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

- plan adult-led activities more carefully so that all children are fully involved and engaged in their learning
- focus professional development opportunities on developing the quality of education to an even higher level.

Setting details

Unique reference number	EY249039
Local authority	Darlington
Inspection number	10213168
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	2 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 August 2016

Information about this early years setting

The childminder registered in 2003 and lives in Darlington. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides early funded education for two-, three- and four-year-old children. The childminder is registered to work with an assistant, who is available to work in an emergency.

Information about this inspection

Inspector
Melanie Vincent

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection and talked about their favourite activities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The childminder carried out a joint observation of an adult-led activity 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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