

Childminder report

Inspection date: 9 October 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 values the benefits of outings and visits to local places of interest. These form a large part of her curriculum plans and help children to build on their prior experiences. In her home, the childminder has both indoor and outdoor spaces that are dedicated to her childminding provision. This enables her to provide a consistent range of activities and resources that support children's learning and encourage them to repeat and practise new skills. For example, children climb, swing and balance when they use the large play equipment in the enclosed outdoor space. The childminder wants all children to do well and checks the progress that they make. She then plans ways to help them learn and remember more. Overall, this contributes to the good progress that children make.

Children enjoy their time with the childminder. Her good arrangements for settling new children in to the group help to ensure that they quickly develop a sense of belonging. The childminder provides children with clear expectations of their behaviour and consistently reminds them of boundaries. This helps children to learn right from wrong and about ways to keep themselves safe. For example, they learn that they must not walk up the slide and, instead, must go up the steps carefully before sliding down.

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

- The childminder understands the ways that young children learn. She plans activities in line with their interests that, generally, motivate them to learn. Children who are interested in light and dark show delight when experimenting with torches in a dark tent. They are keen and curious learners.
- Accurate assessments of children's abilities help the childminder to identify what children need to learn next. She uses her findings to plan activities to help children to build on what they know and can do. For example, she supports children to draw, giving meaning to the marks that they make. Good teaching strategies, such as modelling how to hold a crayon and make marks, help children to develop new skills.
- The range of children's ages and abilities during group times makes it challenging for the childminder to focus as well as possible on her specific aims for children's learning. Younger children, at times, choose not to participate or are restricted in their activities. For example, toddlers who need more support with developing their language skills lose interest at story time. Babies who are developing confidence in walking are carried to keep them safe around older children who swing and climb.
- Children enjoy stories and songs. The childminder uses them to support children's communication skills. She encourages discussions and conversations that help older children to extend their vocabulary. However, at times, the

childminder's own speaking is too complex for younger children to understand. She sometimes overlooks the importance of using simple and clear words for babies and toddlers to hear, understand and learn to speak.

- A main intention of the childminder's curriculum is to help children to develop social skills, confidence and to learn about the world around them. She ensures that children are involved in a range of experiences in the local community, such as group activities and visits to local parks and play areas. This is reflected in the feedback received from parents, who appreciate the number of outings children have and the friendships that they make.
- The childminder is vigilant and ensures that children are well supervised at all times. However, at times when the childminder is busy with domestic tasks, such as tidying and preparing meals, children become less engaged in play and learning. They are less ready to learn when the childminder returns to involve them in teaching activities.
- The capacity for continuous improvement is good. The childminder attends training courses, reads relevant articles and attends workshops. This has helped her to build on her skills and knowledge. For example, she has gained a deeper understanding of children's nutritional needs and advises parents about healthier options for packed lunches and appropriate portion sizes for young children.

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:

- support younger children's learning even more effectively, for example by reviewing how group activities are organised
- provide more consistent opportunities for babies and toddlers to clearly hear, understand and learn to speak new words
- organise routine tasks more effectively to reduce times when children need to wait, and prepare them better for the next part of their day.

Setting details

Unique reference number	EY255055
Local authority	Durham
Inspection number	10363759
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 7
Total number of places	12
Number of children on roll	15
Date of previous inspection	8 January 2019

Information about this early years setting

The childminder registered in 2003. She operates from Monday to Friday during school term times and Tuesday to Thursday during the holidays. She closes for bank holidays and family holidays. Opening hours are from 8am to 5pm. The childminder holds a relevant childcare qualification at level 3 and works with an assistant. She provides funded early education for children aged from one to four years old.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable. She talked about how she organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the childminder's interactions with children. She observed the quality of education being provided and assessed its impact on children's learning.
- The childminder talked to the inspector about leadership and management matters. The inspector looked at relevant documents provided.
- The inspector and childminder completed a joint observation of a group activity aimed at supporting children's language development.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection. She took account of parents' views 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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