

Childminder report

Inspection date:

7 November 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

The childminder takes account of children's interests and preferences in her curriculum. This helps to motivate children to learn. Children who prefer to play outdoors spend plenty of time in the garden. They eagerly search under rocks for worms and slugs and study them through a magnifying glass. The childminder encourages them to describe and compare the creatures they find. For example, children compare the size of slugs and the length of the worms they find. This supports their mathematical development well.

The childminder's high expectations and carefully-thought-out teaching helps children to make good progress in their learning. Children practise small hand movements, for example, when they pick up fir cones using tweezers and complete inset puzzles. She focuses on supporting children to be independent in preparation for moving on to school. For example, children learn to put on their shoes and coats. They enjoy buttering their toast and pouring their drinks at snack time.

Children demonstrate a strong sense of belonging in the childminder's home. They confidently choose from the activities available and make decisions in their play. The childminder's warm and kind approach helps children to feel safe and at ease in her care.

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

- Children benefit from a wide range of activities that are planned carefully to support their learning. The childminder observes children at play and assesses their development. She identifies what she wants children to learn next and ensures children have plenty of opportunities to develop those skills and knowledge. This helps children to make good progress.
- The childminder helps children to remember their learning and make links to their experience. For example, children recall a dinosaur hunt in the garden and a walk to collect blackberries. They remember newly discovered natural items that they learned about, such as brambles and acorns. This helps to strengthen children's learning.
- Children become engrossed when exploring natural items they have collected from the garden. They post acorns through tubes, fill and empty containers and make shapes from sticks. The childminder includes plenty of mathematical language and poses problems for children to solve. She encourages them to count and to compare size, length and capacity. This contributes to children's good achievements in this area of learning.
- The childminder supports children's communication skills very well. She models a wide and rich vocabulary to children. They learn new words, such as 'balance' and 'rattle', during lively conversations as they play. Children who were

previously less confident to speak become increasingly articulate.

- The childminder's gentle reminders of rules and boundaries help children to understand expectations for their behaviour. Overall, children behave very well. However, at times, such as when they disagree with a friend, the childminder does not always use these as learning opportunities to help children to understand their own frustrations and the feelings of others.
- The childminder develops highly effective partnerships with other settings that children attend. An effective two-way flow of information helps to provide a consistent approach to supporting children's learning and development. This helps to reinforce children's learning and supports their good progress.
- Evaluations of practice and plans for professional development are closely focused on improving outcomes for children. The childminder reviews her own expertise in relation to the skills she wants children to learn. For example, she has recently researched ways to better support children's mathematical development. This has become an evident strength in her teaching and children are making remarkable progress in this area of learning.
- The childminder helps children to understand their place in the community, for example, by visiting local village groups and spending time with elderly people. Children learn about some different traditions, for example, by sharing Chinese food during the period of Chinese New Year. However, the childminder has not fully explored even more effective ways for children to learn about more diverse communities and people in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's safety and well-being. Alongside attending required training in safeguarding, she conducts her own research into the types of harm and abuse that children can suffer from. This contributes to her excellent knowledge of the signs and symptoms that can indicate that a child is at risk from harm. The childminder has clear procedures to record any concerns about a child's welfare and to report them appropriately without delay. Children are well supervised and the childminder teaches them how to keep themselves safe, for example, by remaining seated when eating. The premises are safe and secure.

What does the setting need to do to improve?

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

- help children to develop an even greater understanding of people and communities beyond their own
- make better use of opportunities to help children to manage their own frustrations and understand the feelings of others.

Setting details

Unique reference number	EY260067
Local authority	Durham
Inspection number	10234718
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 March 2017

Information about this early years setting

The childminder registered in 2003 and lives in the South Hetton area of County Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in her evaluation.
- The childminder showed the inspector around her home. She talked about the curriculum and the way the setting is organised.
- The inspector observed interactions between the childminder and children. She observed a planned activity and discussed it afterwards with the childminder.
- The childminder talked about leadership and management matters. She provided a range of documents for inspection, including evidence of the suitability checks carried out on adults living at the address.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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