

Childminder report

Inspection date: 30 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 thinks carefully about the activities that she provides for children. She aims to build on their experiences and to help them to be ready for school. Her curriculum centres around outings and visits to group sessions and places of interest in the local area. The breadth of activities that children take part in helps to ensure that all aspects of their learning are supported well. This, along with the childminder's effective delivery of the curriculum, contributes to children's good progress. The childminder checks children's achievements. She quickly identifies those who need more support in some aspects of learning. She tailors her curriculum to include specific activities to help children to catch-up quickly.

There are plenty of outdoor activities that provide children with fresh air and exercise, which supports their physical health and well-being. For example, children enjoy playing in the park and digging for vegetables at the allotment. Children are happy and at ease in their play. The childminder has a kind and caring approach that helps children to feel settled and secure. She focuses on increasing children's self-confidence so that they are keen and able to achieve as well as possible in their learning.

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

- The activities and experiences that the childminder provides outside of her home are woven in to her carefully considered plans for children's learning. For example, she teaches children about good table manners and social skills during visits to a nearby restaurant for lunch. Children develop good listening and attention skills, for example, when they join in 'circle time' activities with a large group of children.
- The childminder joins in children's play. Her skilful interactions encourage children's curiosity, and she helps them to build on their skills. For instance, older children enjoy the challenge of building a tower that is taller than them. They learn about number values and the language of size and shape. Babies copy the childminder as she stacks bricks, developing their physical dexterity and coordination.
- Children have plenty of time and opportunities to develop their imaginations. For example, they pretend to make ice creams and talk about the different flavours. They enjoy playing with toys that represent real life, such as lap tops, and young children pretend to be a parent 'doing their busy work'. Their good language skills are very apparent during pretend play, and this is supported very well by the childminder. She models new words and the correct grammar, which helps children to become increasingly fluent and articulate talkers.
- Overall, children concentrate well during activities and enjoy their learning. However, during time spent indoors, the childminder does not consistently

ensure that children are able to make choices in their play and learning. Occasionally, children become restless when they lose interest in the range of resources or activities available.

- Children benefit from plenty of support and encouragement. The childminder offers consistent praise and celebrates along with children when they master a new skill. This helps to raise children's self-esteem, and they are proud of what they can do. For example, children excitedly tell the childminder about the pattern they have made with bricks. Babies clap and cheer with glee when they manage to stack the bricks.
- The childminder encourages kindness and respect. Generally, children play happily together and begin to form friendships. However, occasionally, at times, when children get frustrated, the childminder overlooks ways to help children to understand and manage their emotions. Sometimes, she does not explain the reasons for her expectations for children's behaviour or help children to understand the feelings of others.
- There is a good capacity for ongoing improvements and development. The childminder updates her own skills and knowledge, for example, through attending training courses and sharing information with other childminders. She shares her new learning with any assistants she works with so that they can, together, build on the quality of care and learning that they provide.

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:

- provide more opportunities for children to make choices in their play and learning
- teach children more about the language of feelings and about the reasons for behaviour expectations.

Setting details

Unique reference number	EY266104
Local authority	Durham
Inspection number	10367900
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 11
Total number of places	12
Number of children on roll	19
Date of previous inspection	28 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Murton area of Seaham in County Durham. She works with an assistant. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3 and provides funded early education for children aged from one year up to four years.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She talked about how she organises her provision and about how she keeps children safe.
- The inspector observed the childminder's interactions with children. She assessed the quality of education and its impact on children's learning.
- The childminder talked to the inspector about her early years foundation stage curriculum. She discussed how she plans for children's learning and checks the progress that they make.
- The inspector talked to the childminder, her assistant and the children at appropriate times during the inspection.
- The childminder and the inspector evaluated an activity together.
- The inspector looked at a range of documents that the childminder used to support discussions during the inspection.
- The inspector spoke to two parents, looked at written feedback from further parents and took account of their views.

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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