

Childminder report

Inspection date: 12 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder establishes supportive relationships with the children she cares for. She is tuned into the individual needs and interests of each child and uses this knowledge to create an environment that motivates children to explore. Children enjoy their experiences here and develop skills in focus and concentration. For example, they explore the environment closely and persevere when searching for minibeasts in the garden.

The childminder uses an ambitious curriculum to prepare children for the next stage in their education, such as when they move on to Reception class or nursery. She prioritises teaching key skills they will need, such as independence in dressing, communication skills and important social skills, such as turn taking and sharing. The childminder role models a calm and patient manner which helps children to learn and repeat these behaviours themselves. For instance, children use good manners, including 'please' and 'thank you'.

The childminder has a particular focus on helping children to learn about the world around them and uses a variety of trips and visits in the local area to support this. This helps to develop children's confidence and social skills.

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

- Parents are very happy with the service the childminder provides. They praise the progress their children make, particularly in their speech and personal, social and emotional development. Parents are pleased with the communication they receive and this helps them know how their children are getting on. They also discuss how the childminder helps children to settle in quickly. As a result, parents say their children are happy and thriving.
- The childminder supports children to develop their speaking and listening skills well. She uses stories, songs and rhymes to help children develop a love of language. She models speech and uses techniques, such as alliteration to help children tune into the sounds in words. For instance, in the garden, the childminder models descriptive language such as, 'Slippery slug, slimy slippery slug', the children listen attentively and this gives them confidence to start to copy key words they have heard.
- The childminder challenges children in their learning and uses careful observation and assessment to ensure that resources and activities are well matched to the developmental needs of each child. Through play, the childminder supports children to develop their skills further. However, the childminder does not always have enough focus on including a range of early mathematical concepts into play. This means children do not always have enough opportunity to understand and practise these early skills.

- The childminder encourages children to be expressive and confident. For example, while they wait for their lunch to cook, the childminder plays familiar action songs and everybody joins in. The children show high levels of joy and enthusiasm as they dance around the kitchen, joining in with the words and listening carefully to follow the actions to their favourite songs. Babies watch, wide eyed in fascination. Older children bend down to sing with them and help them feel included. This supports children's social skills, listening skills and teaches positive behaviours, alongside the physical benefits of dancing.
- The childminder aims for children to develop personal care skills. To achieve this, she builds personal care into the daily routine. For instance, the childminder invites children to come to the table for snack and reminds children to wash their hands before they eat. However, the childminder has not fully considered ways in which to give children greater understanding of why we do these things, for instance why we need to wash our hands. Additionally, the childminder leads these personal care routines which does not always give children the opportunity to develop independence, such as with snack and sleep routines.
- The childminder is alert to the signs that may mean children are not progressing as expected. She understands the importance of early intervention for children who may have special educational needs and/or disabilities. The childminder is active in her role in working with parents to ensure that all children receive the help and support they need to access the curriculum in her setting and beyond.

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:

- explore strategies to deepen children's early mathematical knowledge and understanding
- consider ways to further develop children's understanding and independence in personal care routines, including the arrangements for sleeping.

Setting details

Unique reference number	EY271283
Local authority	Durham
Inspection number	10320992
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	0 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 November 2023

Information about this early years setting

The childminder registered in 2003 and lives in Seaham, County Durham. She operates all year round from 7.30am to 5.30pm, Monday to Thursday and 7.30am to 4.30pm on Fridays, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She 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 it is 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 spoke 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 manager and the inspector carried out a joint observation in the garden.
- Parents shared their views of the childminder's 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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