

Childminder report

Inspection date: 7 April 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 greeted warmly when they arrive at this welcoming setting. They remove their shoes, hang up their coats and bags and wash their hands before joining their friends to play. Children demonstrate high levels of concentration as they choose from a wide range of interesting resources, both indoors and outdoors. They benefit from high-quality interactions with the childminder and her assistants throughout the day. This supports them to make good progress in all areas of learning.

Children behave very well. They are gently helped to understand that they need to take turns and to share resources with their friends. Children show strong attachments to the childminder and her assistants. They happily invite the adults to join their play. When children are tired or upset, staff respond with cuddles and reassurance.

The childminder has remained open throughout the COVID-19 pandemic. She has supported children and their families when they were not able to attend through regular video calls. She has also provided resources to support home learning. Partnership with parents is an area of strength. Parents speak highly of the way the childminder cares for their children. They welcome the effective way in which she communicates with them through a daily diary. This keeps parents informed about what their children are learning.

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

- The childminder has planned a rich curriculum centred around the children's interests and her knowledge of their individual needs. She is a reflective practitioner. Daily reviews of the children's learning help her plan play opportunities to support children's next steps in learning. For example, the toys she sets out at the start of the day are chosen with care to focus on identified learning needs.
- The development of children's communication and language is at the heart of the curriculum. Children benefit from the modelling of new vocabulary. The childminder gives children time to formulate their answers to questions. Older children are encouraged to speak in sentences. Where there are concerns about children's speech development, targeted support is given. Referrals to other services are made when appropriate.
- All curriculum areas are carefully included in children's daily experiences. For example, children confidently identify whether their toast is cut into triangles or squares. Children develop their physical skills outdoors. They love to jump on the low-level trampoline and to ride trikes around the garden. They also take part in regular dance sessions at a local playgroup.

- The childminder has identified that the development of children's small-muscle skills has deteriorated because of the COVID-19 pandemic. She is therefore ensuring that there are plenty of opportunities to develop these skills. For example, children are shown how to roll a ball in paint and then on paper to decorate Easter pictures.
- Children enjoy singing and joining in the actions to familiar songs. They enthusiastically take turns to choose a prop from a bag and guess the song they are going to sing. Younger children watch their friends carefully but could be better supported to join in the actions themselves. Children patiently listen as older children are given time to recall the letter sounds in an alphabet song. However, they could be given more opportunities to learn, for example by seeing the letters in front of them while listening to the sounds they make.
- Children benefit from healthy meals and snacks. The childminder explains why they cannot have juice at snack time. Children clean their teeth after eating. This supports their oral health. There are thorough routines for good hand hygiene.
- Children are generally well supported to become more independent. They put on their shoes and coats to go outside. Children are praised when they ask to use the toilet on their own. They serve their own food at snack time. However, the fruit has already been cut and their toast is buttered for them.
- The childminder and her assistants work together extremely well. They are deployed effectively so that children are always supervised and supported in their learning. They access a range of training opportunities. For example, an assistant has attended a sign language course and is now teaching the other staff and children how to sign.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know how to keep children safe and to promote their welfare. They can explain how to identify the signs and symptoms that a child may be at risk of harm. They know the procedures for reporting any concerns about children. The premises are carefully risk assessed to minimise risks to children in their play. All staff are trained in paediatric first aid. Procedures are in place to keep children safe online.

What does the setting need to do to improve?

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

- focus more precisely on the skills and knowledge children need to learn next during group activities to maximise opportunities for all children to make progress
- consider ways of further promoting children's independence at snack and mealtimes.

Setting details

Unique reference number	EY271889
Local authority	Durham
Inspection number	10229486
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 10
Total number of places	18
Number of children on roll	22
Date of previous inspection	14 October 2016

Information about this early years setting

The childminder registered in 2003 and lives in Bishop Auckland. She operates all year round, from 6.45am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with three assistants who all hold appropriate qualifications at level 3 or above.

Information about this inspection

Inspector

Jan Batchelor

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. They discussed how the childminder organises different aspects of learning.
- The inspector observed teaching. She talked to the childminder and her assistants about how they evaluate the provision.
- Children spoke to the inspector about the toys they play with when they attend the setting.
- The inspector spoke to parents and also considered their written feedback.
- The inspector carried out a joint observation of a group activity with the childminder.

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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