

Childminder report

Inspection date: 2 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 provides a welcoming environment where children can play and learn in safety. Children are happy and enjoy their time with the childminder. They demonstrate the strong bonds they have with her as they include her in their play and seek cuddles and reassurance from her. The childminder knows children well and is responsive to their needs. She provides activities that meet their interests and different developmental needs. For example, for older children, she supports them to complete leaf rubbings as they stare in awe as the leaf appears. For younger children, who like to draw, she provides paper to make marks with chunky crayons.

The childminder uses children's interests and their freely chosen play to extend on their learning. She also plans activities that she knows children will enjoy and that provide some challenge. For example, she takes children to toddler sessions to enable them to socialise with other children. She takes them to different parks and the beach to help them learn about the natural world and to build on their physical skills. They use different play equipment to climb up, manoeuvre over or climb through. Children are making good progress in their learning and development.

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

- The childminder has a clear understanding about planning and delivering an ambitious curriculum for children. She has clear aims for her curriculum, which is play based and is designed to build on what children know and what they need to learn next, as well as providing time to consolidate learning. The childminder focuses her ultimate aims on children developing the skills they need for their next stage in learning, such as school. This helps all children build knowledge and skills over time.
- Children learn mathematical concepts as they play. For instance, the childminder supports children when outdoors to compare sizes, as they discuss the size of the snail and what happens when they use the magnifying glass. Children giggle when they observe the difference. Children show that they enjoy counting different bugs as they learn about number concepts. The childminder helps children to develop an understanding of simple mathematical language.
- The childminder ensures her interactions with children to promote their communication and language skills. For example, she comments on what children are doing as they play and repeats words back to them, using clear words and simple sentences, introducing new words, such as crunchy when describing leaves. This has a positive impact on the rate at which children's speech develops. This is evident as children use the same words and phrases in the correct context in later learning.
- The childminder builds secure, professional relationships with parents. She

communicates well with them so that they know what their children have been doing. The childminder provides parents with information about activities and offers ideas so that they can build on their children's learning at home. Parents comment that the childminder's passion for her work is inspirational and children flourish in her care. They say that children make good progress both academically and socially.

- The childminder has high expectations for children's behaviour. She teaches children to be polite and helps them to learn to respect other children as they play. For instance, when children are playing with an autumn themed activity, she talks to them about taking turns with resources. The childminder supervises the children closely to support them to learn to share and to be kind to their friends.
- Children show a keen interest in investigation skills. They spend sustained periods using magnifying glasses as they look at pine cones and conkers. Children describe in detail what they see and make connections to previous learning. The childminder uses moments such as these to extend learning. She shows children a picture of an oak tree and reads a story.
- The dedicated childminder has a clear understanding of her setting. She supports her assistant well and engages with mandatory training opportunities to improve her knowledge and skills. However, she does not yet set clear targets for the future aimed towards raising the quality of teaching even higher.

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:

- build on professional development to help raise the standards of teaching to the highest level.

Setting details

Unique reference number	EY290062
Local authority	Durham
Inspection number	10363844
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	12
Number of children on roll	8
Date of previous inspection	11 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in Peterlee. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. The childminder offers the government funded places for childcare.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views and experiences of the childminder 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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