

Childminder report

Inspection date: 27 February 2025

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy in the childminder's care. Parents believe the childminder has created a home-from-home environment, where children are part of the family. The childminder knows children extremely well. This helps her to anticipate what may trigger children to become more unsettled. Children enjoy reassuring cuddles when they are upset. She identifies when children become upset or anxious and would benefit from time out of the house. Because the childminder anticipates situations, children calm and settle quickly. The childminder teaches children how they can keep themselves safe. Young children sit in the pushchair and wait to be strapped in. She reminds other children that they must hold onto the pushchair when they are outside.

The childminder's curriculum is ambitious. She identifies the skills she wants children to learn. For example, as children play in the play dough, she talks about colours, shapes and patterns. The childminder manages behaviour well. She talks to children about what she expects of them in simple terms. For example, she reminds children to sit on the chair, which they follow. Children know the rules and expectations. For example, two-year-old children wait by the safety gate until the childminder gets the pushchair out of the house.

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

- The childminder helps children to manage their feelings and emotions. For example, she helps two-year-old children to share and take turns. She discusses with parents the strategies that she uses, such as giving children two minutes each with a toy. This, along with teaching children how to ask for things, has a positive influence on children's behaviour as they give toys to their friends and then they give them back.
- The childminder knows where children are in their learning. She knows what she wants children to learn next. However, she does not consistently provide high levels of support for the learning needs of younger children to ensure they make even more progress.
- Children enjoy books and rhymes. They thoroughly enjoy listening to stories of the 'Gruffalo'. They smile in delight as the childminder repeats parts of the story. Children enjoy nursery rhymes. They anticipate the actions and join in with well-known rhymes.
- The childminder has clear plans for improvement. The childminder is in the process of developing a playroom, so that children can concentrate and access toys and resources in one place. Children move between the playroom and the lounge and kitchen with ease. However, this movement can impact on other children's concentration. For example, two-year-old children lose concentration when others move out of the room.

- The childminder supports children's communication and language. She uses a range of methods to help children to make good progress. For example, she uses a combination of words, signs and pictures to help children to learn new words. She talks to children about what they are doing. This helps all children to become confident communicators. Parents believe their children are bright, confident and articulate and this is down to the childminder's influence.
- The childminder helps children to understand how they can keep themselves healthy. She talks to the children about healthy eating and reinforces messages, such as washing hands before eating. Children enjoy plenty of walks in the fresh air. For example, they visit the local parks and enjoy river walks with the childminder. Older children enjoy visits to the woods for activities, such as building dens.
- The childminder has a good relationship with parents. She talks to the parents about what children are doing and where they are in their learning. The childminder talks to parents about age-appropriate strategies to help them support their children through different phases of development, such as sharing toys.
- The childminder is keen to keep her knowledge and skills up to date. She identifies training that will help her support children more effectively. She acts on messages from training. For example, she has implemented a range of communication strategies following recent training.

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 consistently high levels of support for younger children's learning needs to help them make more rapid progress
- continue to improve the organisation of the play space to help support children's concentration and engagement.

Setting details

Unique reference number	EY290297
Local authority	Durham
Inspection number	10372304
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	2 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 April 2019

Information about this early years setting

The childminder registered in 2004. She operates all year round, except bank holidays and family holidays. She is open from 7.30am to 5.30pm, Monday to Thursday and 9am to 2.30pm on Fridays. The childminder holds an appropriate qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The childminder showed the inspector around her home and explained how she organises her curriculum.
- The inspector observed children playing and learning.
- The childminder evaluated an activity with the inspector.
- The inspector spoke to the children and the childminder at appropriate times during the inspection.
- Parents provided written feedback for the purpose of the inspection.
- The childminder showed the inspector a range of documents, including those relating to the suitability of all household members.
- The childminder explained how she keeps children safe.

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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