

Childminder report

Inspection date: 22 November 2019

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

The childminder is incredibly caring and considerate. Children are cared for in a home-from-home environment where they feel like part of the family. For example, children demonstrate that they feel happy and safe as they chat and laugh with the childminder and her daughter at lunchtime. Parents comment that they are in awe of the activities the childminder provides.

Children concentrate well and listen intently to stories that the childminder reads. They talk to each other about the illustrations they can see. The childminder has high expectations for what children can achieve, overall. She seizes opportunities to extend children's interests. For example, the childminder explains about volcanoes to older children. However, she sometimes misses opportunities to extend children's counting skills. The childminder recognises she needs to consider the ways in which she helps babies to develop their language.

The childminder helps children to develop an awareness of the needs and feelings of other children. For instance, she helps two-year-old children to understand why babies need to sleep. The childminder takes time to explain that babies might be grumpy if they do not get enough sleep.

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

- Children form very strong attachments with the childminder and members of her family. They demonstrate that they feel safe and secure. For example, babies snuggle into the childminder and fall asleep as they have a bottle or listen to a story. Older children ask the childminder where her daughter is. They greet her daughter enthusiastically when she comes down for lunch.
- The childminder has very strong relationships with other professionals. For example, she shares information about children's learning when they first start at the local pre-school. The childminder has regular meetings with staff to agree where children are in their development and how she can support them further. She attends developmental review meetings with health visitors, whenever possible. This helps to ensure that all professionals have a shared understanding of how they can support children's care and learning effectively.
- Children are very independent in the childminder's home. Older children pour their own drinks and attempt to peel an orange. They begin to learn how they can use knives safely to butter bread. Babies begin to feed themselves food with their fingers. They start to explore how they can take a spoon to their mouth.
- Older children are confident communicators. They ask questions and engage in conversations. Children demonstrate their growing vocabulary as they talk about the texture of things. The childminder listens carefully and extends what older children are saying. She engages in conversation and comments on what they

are doing to develop their language further. However, the childminder does not consistently adapt her language effectively when talking to babies and younger children.

- Children behave well. The childminder has clear expectations which she consistently reinforces. She uses a range of strategies to help children to follow her rules. For example, the childminder reminds children to tidy up before they get more toys out. When children select a number of books to read, she calmly explains that she will only read one. Children put other books away and select the book they want to read.
- The childminder supports children's learning well overall. For example, she helps children to develop a love of books. The childminder reads stories with good expression and encourages children to hold the book and turn the pages. However, she has identified that she needs to make better use of all opportunities to develop children's counting skills.
- The childminder evaluates her provision and identifies areas that she could improve further. Her professional development is targeted to raise the quality of provision further. For example, following training on supporting babies, the childminder has reorganised her environment to provide more space for babies to crawl and pull themselves up.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge of the signs and symptoms of possible abuse. She knows who to contact should she have any concerns about a child's welfare. The childminder is committed to ensuring that her knowledge and skills are kept up to date. She attends regular training and demonstrates a strong understanding of wider safeguarding issues. The childminder makes sure that her home is safe and well maintained. She has robust procedures in place to ensure that children are kept safe, which are consistently followed. For example, visitors are made aware of all procedures, including the use of mobile phones.

What does the setting need to do to improve?

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

- make better use of all opportunities to strengthen children's understanding of number
- adapt language more effectively when talking to babies and younger children.

Setting details

Unique reference number	EY303986
Local authority	Darlington
Inspection number	10117084
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	20 November 2014

Information about this early years setting

The childminder registered in 2005 and lives in Darlington. She operates all year round from 7.45am to 6pm, Tuesday to Friday, for 45 weeks of the year. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Elizabeth Fish

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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