

Childminder report

Inspection date: 3 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children's individual needs are met very well from the outset. The childminder thinks carefully about how to settle new children in to her care. For instance, she plans plenty of time in her home so that they become familiar with their new environment. She provides consistent attention and physical contact to reassure children. This helps to ensure that children settle quickly and develop a strong sense of belonging. The childminder's ongoing affection and support build on this successfully. Children's evident happiness and confidence demonstrate how safe and content they feel in her care.

The childminder carefully considers the experiences that she provides for children. She provides a balance of carefully planned indoor activities alongside a range of outings in the local community. This helps children to build further on their learning in the childminder's home. For example, children develop social skills and deepen their understanding of boundaries. They make new friends and learn to follow agreed rules while attending large-group activities in the local area. The childminder takes account of what individual children already know and can do when deciding what she will teach next. She helps them to build on their current abilities, which contributes to the good progress that all children make.

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

- The curriculum is responsive to children's needs. The childminder takes account of children's interests when planning activities. For example, she uses vehicles to encourage children to learn concepts such as size, colours and numbers. Children learn about the natural world during visits to the park and the woods, where they dance in the fallen leaves. Children have fun and are curious, motivated learners.
- The childminder is careful to plan activities that help children to develop strength and coordination. Children are confident movers who have plenty of opportunities to run, climb and balance. Furthermore, the childminder helps them to develop smaller muscle movements, such as in their hands and fingers. This helps them to develop the control and coordination needed for skills such as feeding themselves and, later, preparing for early writing.
- Children develop good communication skills. Babies babble happily and understand instructions, such as to put toys back in a bag. However, sometimes, it is difficult for children to concentrate or to benefit from the childminder's skilled interactions. For example, they become distracted by loud nursery rhymes in the background. The fast pace of some activities means that, at times, children have fewer opportunities to focus and practise new skills.
- Many parents comment on the home-from-home atmosphere that the childminder creates. The childminder involves them in children's learning, for

example by suggesting activities at home that help children to practise new skills. She also works closely with other professionals, such as school teachers. There is a shared approach to children's early education that supports their ongoing learning well.

- The childminder gathers feedback from parents and children to help her to evaluate her practice. She identifies that she would like to build on her own skills and knowledge. However, her recent professional development has focused on topics such as keeping children safe. There has been less consideration of ways to build on the good quality of education to an even higher standard.
- Routines are consistent and familiar to children, who learn what to expect in their day. This helps them to feel secure. The childminder gives children clear, gentle guidance about her expectations for their behaviour. She teaches them to respect and care for others, and they learn right from wrong. The childminder's regular praise helps children to develop confidence and pride in what they can do.
- Children benefit from plenty of fresh air and exercise. The childminder works with parents to provide a balanced diet and to teach children about the importance of good nutrition. She is careful to meet children's individual dietary needs, for example by ensuring there are stringent procedures to protect children who have allergies. Established hygiene routines, such as frequent handwashing, further protect children's health.

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:

- help children to benefit even more from skilful interactions, for example by slowing the pace of activities and minimising distractions
- focus professional development more precisely to raise the already good quality of education towards outstanding levels.

Setting details

Unique reference number	EY320947
Local authority	Durham
Inspection number	10375956
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	10 May 2019

Information about this early years setting

The childminder registered in 2006 and lives in Spennymoor, County Durham. She operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She offers government funded early education sessions.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable. She shared the aims of her early years curriculum.
- The inspector observed the quality of education being provided 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.
- The inspector spoke to the childminder about leadership and management matters at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views through written feedback.

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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