

Childminder report

Inspection date: 24 March 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy, secure and settled in this setting. They confidently welcome the inspector and show her their toys. Children have lovely attachments with the childminder. They spontaneously climb onto her knee for cuddles. Children giggle with delight when they play peekaboo with the childminder. The childminder is warm and caring. Children access a dedicated playroom in the childminder's home. They play with resources which reflect their interests.

The childminder places a focus on children learning outdoors on visits in the local community. Children visit the countryside and woods. They explore nature and make marks in the mud with sticks. The childminder frequently takes children to a local outdoor museum. This helps older children to develop an understanding of how people used to live in the past. The childminder works closely with another childminder. This gives children opportunities to develop their social skills and confidence in playing in a larger group of children.

The childminder wants all children to achieve well. She plans activities which she knows will motivate children. For example, children use their imaginations and explore dinosaurs, grass, stones and shells. They chat about their play and share resources. Children persevere when completing jigsaws and stacking cups. They show pride and self-esteem when they accomplish their goals.

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

- The childminder plans flexible settling-in periods for children. She collects lots of information from parents, which she uses to help children to settle. Parents are encouraged to visit with their children prior to starting. This helps children, parents and the childminder form strong relationships from the start.
- The childminder observes children to find out what they need to learn next and plans appropriate activities. However, when children repeatedly empty cupboards, the childminder does not encourage children to empty and fill containers in a more appropriate way. Instead, at times, the childminder engages in routine activities, such as tidying up. This means that occasionally children are not fully engaged in their learning and flit between activities.
- The childminder has expectations which are appropriate for children's ages and stages of development. Children behave well. They learn to share and take turns when they play. When minor disagreements do occur, the childminder sensitively distracts children, speaking to them calmly.
- Children learn to follow healthy lifestyles. They benefit from being out in the fresh air each day. The childminder provides children with waterproof suits and boots, so they can go outdoors in all weathers. She works with parents to make sure that children bring healthy snacks and lunches.

- Children learn to develop their self-care skills. They carefully wash their hands before lunch and dry them with individual paper towels. The childminder encourages children to peel their satsumas and chop their fruit. Toddlers learn to put their coats and shoes on.
- The childminder supports children to be confident communicators. She constantly talks to them, introducing new vocabulary. For example, children learn to say 'butterfly' when discussing animals. The childminder asks effective questions, which encourage children to think and provide a detailed response.
- Children develop a love of books. They enjoy regular visits to the bookshop to buy new books for the setting. The childminder is a good storyteller. She adapts her voice to engage children in the story. Children explore puppets from their favourite books, such as 'The Gruffalo', and start to retell the story.
- The childminder works closely with parents. She shares photos and information about what their children are doing each day. The childminder shares ideas with parents to support their children's development at home, such as toilet training.
- Parents are very positive about the service which the childminder provides. They comment that the childminder has supported their children with their communication and self-help skills. Parents appreciate the love, warmth and care that their children receive.
- The childminder makes sure that she has kept her statutory training, such as safeguarding and first aid, up to date. However, she has not focused her professional development to further enhance outcomes for younger children and develop her understanding of their patterns of play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an understanding of how to keep children safe. She checks her home for hazards each day before children arrive. The childminder can confidently recognise how to identify children who may be at risk of harm. She recognises the signs and symptoms of abuse. The childminder understands the action to take if she has a concern about a child in her care. She makes sure that she has the contact details for the local safeguarding partnership. The childminder helps children to understand how to keep themselves safe. For example, she explains why they should not climb on furniture.

What does the setting need to do to improve?

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

- support younger children's learning and engagement more carefully when they play
- focus professional development on enhancing knowledge of how to recognise younger children's patterns of play and support their development further.

Setting details

Unique reference number	EY332330
Local authority	Durham
Inspection number	10280097
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 September 2017

Information about this early years setting

The childminder registered in 2006 and lives in Consett. She is registered to work with two assistants, if needed. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. She is available to care for children on bank holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Vincent

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning with the inspector while they played.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- Parents shared their written views 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023