

Childminder report

Inspection date:

17 September 2024

Overall effectiveness	Good
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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

This childminder provides a cosy, home-from-home setting, where children thrive in confidence. She shows genuine love and care for each child and, as a result, children are extremely happy and relaxed while in her care.

The childminder uses an aspirational curriculum to ensure children are well equipped for the transition to school, when the time comes. She has a particular focus on helping children to develop social and life skills and does this through frequent trips and visits in the local area. For instance, regular trips to the library give children the opportunity to develop independence and expand their own interests when selecting books. They develop confidence in new social situations as they interact with the librarian to scan their books.

The childminder is careful to teach children the positive behaviours she expects in her setting. Where children need assistance, for example, with sharing and turn taking, the childminder gives an appropriate level of support. This includes occasionally allowing children the time and space to work through disagreements independently and solve their own conflicts peacefully. As a result, children show high levels of respect for one another and have established very successful play skills.

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

- Parents are happy with the setting. They say their children's communication skills develop well as a result of the support the childminder provides. They also appreciate her regular communication and her ability to help settle the children when they arrive.
- Stories, songs and rhymes are a key feature of the curriculum and the childminder uses these effectively to help children with their developing language skills. The childminder also models language very skilfully. As a result, children learn to become confident and articulate communicators who can use new language in their play. For example, when playing in the garden together, children announce that they are 'driving to the aquarium'.
- The childminder uses the seasons as a basis for her curriculum. Children are taken on walks to observe the changing seasons and to collect items, which they discuss and explore. This supports children's knowledge and understanding of the world.
- Although the childminder aims to cover the different areas of learning through all the activities and experiences she provides for the children, there are times where she does not expand enough on what children know and understand. This means that, occasionally, children do not receive the right level of challenge to build their skills and knowledge well during their play. The childminder has

recognised this and has enrolled on a training course to support her practice in this area.

- The childminder manages her setting well. She ensures that she collects key information about children's starting points and shares children's progress with their families as time progresses. This supports all caregivers to understand the priorities for children's next steps in their learning. She is keen to provide high-quality care and education and reflects on her practice, undertaking further training where needed.
- The childminder is a role model for kindness and consideration towards others. The children learn by observing these behaviours and exhibit these same traits towards each other. For instance, older children discuss that, after a walk, they did not bring small conkers back to the setting because they are too small for the very youngest children to play with safely.
- The childminder generates high levels of positivity in the setting and frequently praises children. Children enjoy the praise they receive and this helps to build their confidence further. However, sometimes, the childminder is not specific about what skill or behaviour she is praising. At these times, children are less clear about what it is they have done well.
- Children are taught skills in personal care, such as washing their hands before mealtimes. The childminder also encourages children to take an active role in preparing their own healthy meals, such as vegetable soup. This helps encourage children to try a range of flavours and textures.

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:

- focus teaching even more precisely so that children receive the right level of challenge to extend their learning even further
- develop further the high-quality support for behaviour to help children better understand what it is they are doing well when they receive praise.

Setting details

Unique reference number	EY366396
Local authority	Darlington
Inspection number	10354502
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 November 2018

Information about this early years setting

The childminder registered in 2008. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector
Dani Taylor

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- 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 the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.

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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