

Childminder report

Inspection date: 19 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 form exceptionally close bonds with the childminder. For example, he helps new, younger children settle or comforts them when they are tired. He is an excellent role model for children. He is warm-hearted, kind and reassuring at all times. Children's safety and safeguarding are central to everything he does. Children are extremely happy and confident, and completely engage in their learning. The childminder and his co-minder prepare highly stimulating environments and a wide range of resources. These prompt children and babies to use their imagination and curiosity. For instance, children of all ages enthusiastically explore different types of dry and cooked pasta, food colouring, water and utensils. Older children are deeply engaged, describe their 'experiments', and notice changes to the mixture as they blend 'potions'. Younger children listen to the childminder's skilful commentary as they make their own discoveries and learn new words.

Children's behaviour is incredibly good. The childminder has a wonderful manner that inspires children to behave well. He uses gentle reminders with clear explanations about the choices children make. They learn to share, take turns and be kind to one another. Children have a great deal of control over their learning. They know how to negotiate with others and understand the benefits of teamwork. For instance, children politely ask a friend to help carry a heavy box of logs, and then invite them to play together. This helps children to develop excellent social skills and form good relationships.

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

- The childminder and his co-minder work to continuously refine their practice in order to enhance outcomes for children. Parents' and children's views are taken into account during evaluation and there is a very good capacity to maintain continuous improvement. The childminder regularly reviews and supports his co-minder's and assistant's performance to promote their individual professional development.
- Children's needs are extremely well met through excellent planned, interesting and challenging experiences, with very effective assessment processes.
- Children are well motivated, happy and eager to learn. They show high levels of independence and an exceptional readiness to move on to the next step in their learning. The childminder has very high expectations of children and involves them in many routine tasks and the preparation of activities. This involvement gives them a sense of belonging and impressive independence skills.
- The childminder supports children's communication skills very effectively. He speaks clearly and uses repetition to help younger children pronounce letter sounds. Older children are encouraged to contribute to 'made-up' stories,

choosing vocabulary to extend their knowledge. Children are articulate and impressively describe their ideas, designs and dreams to visitors.

- Care practices are excellent. For example, the childminder has a thorough understanding of medical procedures and supports parents in managing children's circumstances. This is the case with food tolerances.
- Relationships with parents and other early years professionals are excellent. The childminder shares information about children's ages and stages of development. This ensures that all those involved with children provide a consistent approach. Support for children with special educational needs and/or disabilities is superb.
- The childminder's teaching for older children is outstanding and, as a result, each child's learning is fully challenged and extended. Children make impressive strides in their learning and development, developing excellent skills for their future learning and move to school. Overall, the childminder interacts with younger children very purposefully and sensitively to build on what they already know and can do. He knows their capabilities well and can weave their next steps into the planning and daily routines. However, occasionally, the childminder misses chances to encourage younger children to concentrate on activities of their choosing for longer periods of time. This does not help to maximise their learning.
- The childminder, co-minder and assistant deploy themselves extremely effectively indoors and outside. Children are well supervised, and adults are on hand to support them at all times. Children learn how to keep themselves safe extremely well. They regularly remind each other of the risks, rules and safe practices that they need to follow. As a result, they safely enjoy the exceptional range of interesting and stimulating activities provided.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's comprehensive knowledge of procedures and current safeguarding practice is up to date. There is an exceptional focus on children's safety and well-being. The childminder can identify when a child may be at risk of harm. He has a detailed safeguarding policy with relevant contact numbers that he can access where necessary. Risk assessments are thoroughly carried out before and during the whole play session. This ensures any risks are identified and removed immediately. Children are encouraged to learn how to keep safe in the environment. The setting carries out regular fire drills to ensure children are aware of procedures in the event of an emergency.

What does the setting need to do to improve?

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

- continue to improve the consistently good teaching skills to help younger

children to focus on and extend their ideas through sustained discussions.

Setting details

Unique reference number	EY408422
Local authority	Durham
Inspection number	10225899
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 2010 and lives in Crook. He works alongside his wife, who is also a registered childminder, and an assistant. He offers care all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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 setting.
- The inspector had a tour of the premises and discussed how the childminder ensures that it is safe and suitable.
- The inspector observed the quality of teaching during activities and held discussions about how the children learn from the activities provided.
- The inspector and childminder carried out a joint observation of the assistant and children during a sensory activity.
- The inspector spoke to parents and took account of their views from written comments.
- The inspector sampled a range of documentation, including staff suitability checks.

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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