

Childminder report

Inspection date: 22 April 2024

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

The childminder is warm, kind and caring. She knows children well. This helps children to be happy and settled in her care. Children from secure attachments with the childminder and are engaged in their learning. The childminder has a large playroom, which is dedicated to her childminding service. She carefully plans her curriculum and the environment around children's interests and stages of development. The childminder organises resources so that children can freely access their own play. For instance, children are excited to play with their favourite dinosaurs, when they build with construction resources and match them to the pictures in books.

Children behave very well and have good attitudes to their learning. They listen to instructions and confidently follow routines. For instance, children happily help the childminder to tidy up before lunchtime. The childminder gives children lots of praise to raise their self-esteem. Children show high levels of self-esteem and are proud of their achievements. The childminder models lovely manners, which children use in their play. She helps children to understand how to keep themselves safe. For instance, the childminder explains about the risks of putting play dough in their mouths. Children have daily access to fresh air and the outdoors. The childminder helps children to learn about the world around them, such on visits in the local countryside. Children have lots of opportunities to investigate in the childminder's garden. For instance, they explore sand, water and mud.

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

- The childminder observes children carefully to assess their levels of development. She uses this information to help her to understand what children need to learn next. Children make good progress and are well prepared for the next stage in their learning.
- The childminder provides lots of activities to support children's fine motor skills. She understands that this will support children when they later learn to write. For example, children develop their hand-eye coordination as they build with blocks and squeeze, model and roll dough.
- Children have many opportunities to develop their independence. They independently wash their hands after playing and before eating. The childminder encourages children to make their own sandwiches and chop their strawberries. Children carefully use child-sized knives to spread butter on their bread.
- The childminder values children's views and gives them lots of choices about what they would like to play with. This helps children to feel respected and develop their confidence. Children choose what they would like to do next and persevere during activities. For example, they try hard to use a magnetic fishing game to successfully catch pretend fish.

- The childminder develops children's literacy skills and love of books very well. She regularly reads to children and displays books around the playroom for children to access independently. Children listen to stories with interest, asking questions and commenting on the story.
- The childminder constantly develops children's vocabulary when they play. For instance, she introduces words such as 'volcano' and 'lava', when children play with dinosaurs. Children talk confidently about past events and their experiences. For instance, they recall jumping in 'muddy puddles' on their walks with the childminder.
- The childminder promotes healthy lifestyles. She offers children nutritious and home-cooked food. Children learn to drink water frequently throughout the day to stay hydrated. The childminder takes children to soft-play centres and parks to give them further opportunities to practise their physical skills.
- The childminder supports children's mathematical development when they play. She teaches children about colour, number, size and shape. However, in the childminder's enthusiasm, she asks children lots of closed questions, especially around mathematical language. This does not consistently encourage children to follow their ideas or practise their conversational skills.
- Parents are very positive about the service they receive. They feel well informed about the childminder's day with the childminder. Parents comment that their children very much enjoy the time they spend in the childminder's care.
- The childminder works with other professionals and settings which children attend to support their learning. When children need further support, she implements strategies to help children to catch up in their development.
- The childminder attends all mandatory training, such as first aid, safeguarding and food hygiene. However, she does not focus professional development on enhancing her knowledge and practice of how to support individual children's learning to an even higher level.

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:

- think about how to use questions to encourage children to talk about their own ideas and engage in more back-and-forth conversations
- focus professional development on extending knowledge and practice to an outstanding level.

Setting details

Unique reference number	EY413129
Local authority	Durham
Inspection number	10335747
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 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	26 June 2018

Information about this early years setting

The childminder registered in 2010 and lives in Consett, County Durham. She operates all year round, from 6.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder is registered to work with an assistant.

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 setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and interacted with the inspector during the inspection.
- 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.
- The inspector spoke to the childminder 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.

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