

Childminder report

Inspection date:

27 September 2022

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

The childminder provides a welcoming and homely environment. She places a high priority on getting to know individual children's needs, routines and interests. This helps them to settle, develop secure relationships and to feel safe. Activities have children at their centre, and the childminder has a playful attitude, which the children love.

Children use a variety of tools throughout their play. These help to promote their muscle development, ready for early writing. For instance, they use tweezers to pick up small items, and spoons to scoop up and collect tiny pom-poms into containers. Children have regular opportunities for developing their skills in making marks. They concentrate well as they attempt to draw different shapes. They take pride in their achievements, making comments, such as, 'I did it!' Children show how they remember techniques the childminder has taught them. For example, they twist the top of the glue stick and press down on the leaf, to make it stick to the paper.

Children show good behaviour. The childminder is a good role model. She praises children, is attentive to their needs and has clear rules and boundaries. This contributes to their high levels of self-esteem.

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

- The experienced childminder has a good understanding of how children learn. She encourages children to follow their interests and make choices about what to do. The very inviting learning environment fully enables children to do this. The childminder is extremely attentive as children play and explore. She notes children's interests and often builds on these, to extend learning. For example, she uses children's interest in dinosaurs to introduce new and interesting words, such as 'Tyrannosaurus Rex' and 'Triceratops'.
- The childminder promotes communication and language well. She actively listens to what children have to say. She also has lots of conversations with the children about what they are doing and asks questions that can be answered in different ways. The childminder models language well and is skilful and careful not to overwhelm children, by asking too many questions. Children have access to books. However, the range is not wide and does not always reflect children's interests.
- The childminder is a positive role model and helps children to manage their feelings and behaviour well. Children develop a sense of responsibility and follow the childminder's requests when it is tidy-up time. They eagerly help and know where the toys belong. The childminder offers high levels of support to children, to take turns and share resources. She models this effectively as she actively

engages in their play.

- Children use mathematical language as they play, which shows their increasing understanding of size and shape. However, sometimes, the childminder does not make the best use of opportunities for children to practise their counting skills, to extend their mathematical skills even further.
- The childminder supports children's independence well. For example, children concentrate and successfully fasten the buttons on their clothing. They put on their shoes and are confident in washing their hands.
- The daily routines are well organised and promote children's physical health and well-being effectively. For example, children learn to wash their hands before eating, and have daily opportunities for outdoor physical play. The childminder works in partnership with parents to ensure that meals and snacks for children are healthy and nutritious.
- The childminder occasionally works with an assistant to support her at key times during the day. She knows the requirements and what she needs to have in place. The childminder ensures that her assistant knows how the setting operates and the policies she has in place, such as safeguarding.
- Parents are pleased with the service their children receive. They comment on the nurturing environment that is provided and the loving relationship that the childminder has developed with the children. The childminder communicates effectively with parents. This ensures they are well informed about their child's day and the progress they are making. She understands the importance of forming strong links with other providers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise the signs of abuse and neglect, and what to do if she becomes concerned about a child's welfare. The childminder has a secure understanding of a range of safeguarding issues, including the risks that children may face from radicalisation or domestic violence. She knows the procedure to follow if there is an allegation about herself or another household member. The childminder routinely checks that her environment is safe for children to attend.

What does the setting need to do to improve?

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

- enhance the range of books, to help build on children's emerging interests, and to support their love of books and stories
- make the most of all opportunities to develop children's skills in counting and recognising number, as part of their play and routines.

Setting details

Unique reference number	EY419060
Local authority	Durham
Inspection number	10257183
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	2 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 2011 and lives in Moorside, Consett. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She offers funded early education to two- and three-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. Inspectors discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents from the written feedback provided.

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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