

Childminder report

Inspection date: 11 July 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

Children are safe and happy in the childminder's care. They eagerly enter the welcoming environment and quickly become engaged in their play. The childminder is nurturing and helps the children to feel emotionally secure. She knows the children well from the start. This enables her to provide activities and resources that children are interested in. The childminder observes children and plans experiences, which help children to develop across all areas of learning.

Children sit close to the childminder as she enthusiastically reads stories. They look closely at the pictures and enjoy these interactions. Children develop good independence. For instance, they learn to put on their own shoes and coats. Children are confident individuals. They benefit from opportunities to develop skills in preparation for their move to school.

The childminder is a good role model and children behave well. She reminds children to use their manners and regularly praises children to raise their self-esteem. The childminder supports young children to be kind and to share. For example, when playing with fidget resources the childminder supports children to take turns. The childminder supports the children to learn how to keep themselves safe. For example, when out on walks, she teaches children how to be aware of vehicles, and to cross over roads safely.

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

- The childminder provides children with opportunities to develop their mathematical skills. For example, they count small plastic bears and match them to coloured cups. Children discuss sizes as they enjoy popping bubbles. Children learn about making patterns as they play with dough. Children are keen and inquisitive learners.
- The childminder regularly evaluates the service she provides. She seeks the views of parents and children, who have high praise for the quality of care she provides. The childminder meets with other childminders to share ideas about good practice. However, she does not make effective use of professional development opportunities to further enhance her knowledge of child development.
- Children demonstrate good physical skills. For example, they draw and make marks. Children concentrate and show determination as they work out how to fit pieces into puzzles. Children develop their smaller muscles as they use small tweezers to pick up coloured teddy bears.
- The childminder works well with other settings. She understands the importance of sharing information to ensure children's smooth transition and continuity of learning.

- The childminder plans trips outside her home into the local community. For example, to a local wetland centre where they learn about wildlife, such as otters. The childminder attends local groups with other childminders, where children have a chance to play with larger groups of children. These opportunities give children the chance to have new social experiences.
- The childminder closely monitors children's development. She identifies any areas where children may need extra support and links with other professionals and parents. However, she does not rapidly put early intervention strategies in place to help children to make the best possible progress, while she waits for advice.
- The childminder keeps parents well informed about their children's ongoing progress. Parents say they are happy with the progress their children are making. They describe the childminder as 'lovely, kind' and 'patient'. Parents comment that they would recommend the childminder to others.
- The childminder teaches children about the importance of leading a healthy lifestyle. For example, they help to grow beetroot, potatoes and carrots in the childminder's garden. The childminder provides healthy snacks, such as fruit. She models good hygiene practices, such as washing their hands before they eat. The childminder plans activities to help children understand the importance of good oral hygiene.

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:

- identify training opportunities to enhance skills in meeting children's learning needs to a higher level
- strengthen intervention strategies, to help children to catch up in their development more rapidly.

Setting details

Unique reference number	EY424387
Local authority	Durham
Inspection number	10351580
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 September 2018

Information about this early years setting

The childminder registered in 2011 and lives in Chester-Le-Street, Durham. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder can receive funding to provide free early education for children aged two, three, four and five years.

Information about this inspection

Inspector

Kerry Holder

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 her setting.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector viewed some documentation, including training certificates, the attendance register, and insurance.
- The inspector viewed areas of the childminder's home used for childminding.
- The inspector took into account verbal and written views of parents.

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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