

Childminder report

Inspection date: 2 March 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children have warm and affectionate bonds with the kind and caring childminder. They are happy and relaxed in her care. Children are motivated to learn and independently explore the toys and play activities provided. The childminder plans around children's interests and learning preferences and ensures a good balance of child-initiated play and adult-led activities to help build on their learning. For example, children are keen to participate in a painting activity. They demonstrate how they remember techniques the childminder has taught them, such as pressing their foot down slowly and carefully onto the card to make a successful footprint. Children become absorbed in activities, such as exploring sand. They show curiosity as they fill various moulds and show delight when they turn them over and see the different shapes. Children benefit from a range of visits and outings to enrich their learning experiences, including trips to the beach, park and steam railway museum. These visits help to broaden children's experiences and help them to learn more about the area where they live. Children develop good hand-to-eye coordination as they excitedly try to throw hoops over different-coloured pegs. They count confidently and match the hoops to the correct coloured peg. However, the childminder does not consistently challenge older children in their mathematical skills to help them to achieve beyond what they already know. The childminder expects all children to be kind and respectful to one another. As a result, children behave well and develop good manners.

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

- Partnerships with parents are good. When children start, the childminder gathers a range of information to develop an understanding of children's individual care needs, routines and stage of development. She uses a range of methods to keep in contact with parents, including daily discussions and regular meetings to talk about the progress children are making in their learning. Parents' written comments note that the childminder goes beyond what is expected of her, and their children thrive in her care.
- The childminder observes and monitors the progress that children make. This helps her to swiftly identify any gaps in their development. She knows children well and understands what she needs to do to help them move on to the next stage in their learning. Children make marks in various ways. They demonstrate this as they focus intently on their painting activity. The childminder promotes children's communication and language skills well. She talks to children, asks many questions and encourages them to share their thoughts and ideas. She speaks clearly and uses repetition of language to help children to say words correctly.
- Generally, the childminder weaves early mathematical concepts into everyday activities well. However, she does not consistently make the most of these

learning opportunities to provide older children with sufficient challenge to help them to make the best possible progress.

- The childminder supports children to live a healthy lifestyle. They have plenty of opportunities to play outside, and regularly go on walks and benefit from plenty of exercise and fresh air. Visits to soft-play centres and playing on the trampoline in the garden, help children develop a good range of physical skills to support their healthy development. In the main, the childminder follows good hygiene practices. However, she sometimes misses opportunities to support children's understanding of the importance of washing their hands, for instance after using the toilet.
- The childminder supervises children well. She makes sure that they are safe on outings and teaches them about how to stay safe. For example, she reminds children why they must not throw toys and why they must not run in the house. The childminder supports children to manage their own behaviour. She provides many age-appropriate activities to build on their understanding of feelings and the feelings of others.
- The childminder demonstrates a genuine enjoyment of her work. She recognises the important part she plays in preparing children for school and future learning. She regularly reviews her practice and is committed to developing this further. The childminder meets regularly with other local childminders and attends network meetings to share ideas on teaching. She explained that she uses these connections and ongoing research to help to keep her knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding and child protection procedures. She is aware of signs and symptoms of when a child may be at risk of harm, including signs of wider safeguarding concerns and the 'Prevent' duty. The childminder understands how to make a referral to outside agencies and the process she would follow should there be an allegation made against her. She completes thorough risk assessments to help to ensure her provision is safe for children.

What does the setting need to do to improve?

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

- provide even more challenges to help extend older children's already good mathematical skills
- strengthen opportunities to build on children's self-help skills, in particular to help them develop an understanding of good hygiene practices even further.

Setting details

Unique reference number	EY430042
Local authority	Darlington
Inspection number	10117147
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	21 June 2013

Information about this early years setting

The childminder registered in 2011 and lives in Darlington. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

Inspection activities

- 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 spoke with the children during the inspection.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020