

Childminder report

Inspection date: 12 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

Children thrive at this friendly and welcoming setting. They happily explore using all of their senses. For example, they play with water and sand in the enclosed garden. The childminder provides exciting activities for children. For example, children investigate the smell of different herbs and experiment with ice. Children are settled and secure. They form strong bonds with the childminder, who is caring, calm and kind. The childminder teaches children to share and play cooperatively together. She encourages children to use manners and models how to be respectful. Children's behaviour is good. The childminder praises and encourages children's efforts. This helps to build their confidence and self-esteem.

Children are curious and motivated to learn. For example, they are fascinated by insects that they discover in the garden. The childminder teaches children to handle the insects with care and talks to them about feelings and emotions. She encourages children's excitement and interest as they chat about birds, dragonflies, flowers and the weather. Children benefit from daily fresh air and exercise. They grow in their independence. The childminder encourages children to try putting on their boots to go out to play. Children learn to wash their hands and help to clean the table in preparation for snack.

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

- The childminder plans exciting and stimulating activities that she knows will interest and challenge children. These help to support children's sensory development. For example, children explore with wood, leaves, hay, and coconut shells.
- The childminder models new skills to children and provides clear instructions to help to support their learning. For example, she shows children how to use funnels to help them to successfully pour water from one container to another.
- The childminder knows the children in her care well, including their preferences and interests. Children benefit from the childminder's secure daily routines and gentle reminders that reinforce their positive behaviour.
- The childminder helps children to identify which foods are healthy. She talks to them about the impact that these can have on their bodies and well-being. Children benefit from good daily hygiene routines.
- There is strong support for children's physical development. Children learn to use their hands in different ways as they knead dough and explore using a range of tools, such as rakes and wooden forks.
- Overall, the childminder provides strong support for children's developing communication and language skills. She talks in detail with children and repeats their words back to them. This helps them to understand that their words are valued and understood.

- Children chat excitedly with the childminder. They hear lots of language as she talks to them about what they do at the setting and at home. The childminder asks children interesting questions. However, occasionally, she does not leave enough time for children to respond, in order for them to formulate their own answers and ideas.
- Children learn about their community and life outside the setting, such as through trips and visits around the local area. They enjoy visiting the library, a local playgroup, parks and woods.
- Parents speak highly of the childminder and the service she provides. They praise the experiences and activities on offer and say that they feel well informed about their children's day. Parents describe the childminder as 'fun' and 'kind'. They say that she goes above and beyond in the care she provides.
- The childminder understands the importance of working in partnership with other professionals in health and education who are involved with the children in her care. This helps to create a consistent approach to support for children's learning, including support for children with special educational needs and/or disabilities.
- The childminder keeps her skills and knowledge up to date through research and training. She meets regularly with other childminders to share ideas and best practice.
- The childminder is flexible in her approach. This includes taking on board the opinions of parents and adapting her practice to help to meet individual children's needs. She is dedicated to providing a quality service for the families of the children in her care.

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:

- provide more time for children to respond to questions, in order for them to express their own answers and ideas.

Setting details

Unique reference number	EY447782
Local authority	Durham
Inspection number	10335841
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 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 June 2018

Information about this early years setting

The childminder registered in 2012 and lives in Consett, County Durham. She operates her childminding service from 7.30am until 5pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Julie Foers

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 showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector discussed with the childminder how she helps to keep children safe. This included evidence about first-aid training and the suitability of those living on the premises.
- The childminder and inspector reflected on an activity together. The inspector observed the quality of education during activities and assessed the impact on children's learning.
- The inspector took the views of a number of parents into account.

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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