

Childminder report

Inspection date: 10 May 2022

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 extremely happy in the setting. They are very much 'at home' and their parents say that are keen to attend. The childminder is passionate about providing a nurturing environment to help children feel secure and valued. Strong bonds are evident between the children and the childminder and children approach her with much affection. The childminder instils positive values and teaches the children about the importance of being kind and caring. Children understand rules and routines. For example, they know they must walk sensibly when on outings and sit at the table at snack and lunchtime.

Children relish the opportunities to discover the wider world on the many outings provided. They are active learners who approach everything with great enthusiasm and interest. They love being creative and have much fun as they join in activities, such as designing and building a 'dinosaur world'. They select different resources and place these carefully in the sand, showing good imagination and impressive fine motor skills.

During the COVID-19 pandemic, the childminder has made every effort to maintain contact with children when they have not attended her setting. For example, she has read stories to them over the internet. She reopened her setting to all children as soon as it was safe to do so that she could support families. The childminder has taken steps to keep everyone safe, such as making changes at drop-off and collection times. Parents and children have adapted well to this.

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

- The childminder is a qualified, experienced practitioner. She thinks carefully about what skills children need to practise, what they need to learn next and what they are interested in. This helps her to plan a curriculum that is enjoyable, challenging and supports children to make good progress.
- The childminder prepares children well for new experiences. For example, she reads stories about going to the dentist and plans role-play activities. This helps them to know what to expect and reduces any anxiety they may have. As the time approaches for children to start nursery and school, the childminder introduces them to teaching staff and the school environment. This helps to ensure a confident and smooth transition.
- Children develop knowledge to help them avoid making unhealthy choices and developing bad habits. The childminder teaches them about the importance of eating nutritious foods and following good hygiene routines. She encourages children to take part in yoga and meditation sessions to further support their physical and mental health.
- The childminder encourages children to grow in independence. She supports

them to do things for themselves, such as putting on coats and shoes. Children are happy to 'have a go' and quickly develop these skills. This prepares them well for nursery and school.

- For the most part, children's speech is very successfully promoted and they become confident in speaking and listening. Children eagerly and enthusiastically join in conversations and express themselves well through words and gestures. The childminder asks children questions as they play. However, she does not always give them sufficient time to think and respond before she moves on to another question. Additionally, very occasionally, she does not use the correct words as she describes things. This results in children hearing and learning incorrect language.
- Parents' and children's views and opinions are very important to the childminder. She very much values their input to help her to develop and improve her setting. Parents speak very highly of the childminder and the care she provides. They describe her as being 'fantastic' and 'caring' and say that she helps their children to make good progress in their learning and development.
- The childminder accesses information on the internet and liaises with other childminders and local authority advisers. This raises her awareness of new childcare initiatives and changes to legislation. She completes training to bring about improvements to her practice. The childminder shares what she has learned with her assistant to enhance the quality of their teaching.

Safeguarding

The arrangements for safeguarding are effective.

The childminder places a high priority on children's safety. She carries out risk assessments inside her home, in the garden and before going on outings. Children are well supervised at all times. They are learning how to keep themselves safe. The childminder talks to them about road safety and how to use equipment such as scissors and knives correctly. Her understanding of child protection procedures is secure and she is clear about what to do should she have any concerns about a child's welfare. The childminder ensures that her child protection knowledge is up to date through reading and training.

What does the setting need to do to improve?

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

- allow children more time to think and respond to questions and new ideas
- teach children the correct words for things in order to enhance their speaking skills.

Setting details

Unique reference number	EY447855
Local authority	Durham
Inspection number	10229615
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	0 to 9
Total number of places	12
Number of children on roll	9
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Lanchester. She operates all year round from 7am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant and provides funded early education for four-year-old children.

Information about this inspection

Inspector

Lindsey Pollock

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to 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.
- Parents shared their views of the setting 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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