

Childminder report

Inspection date: 20 April 2023

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

The childminder provides a warm and homely environment. Children are very comfortable in the setting. They develop strong bonds with the caring, nurturing childminder. Children move freely between areas and make independent choices about where they would like to play. The childminder understands children's interests, and creates an environment that engages them and motivates them to learn.

Children enjoy participating in role play. They select dolls and act out care routines, such as feeding dolls. The childminder observes children's play and introduces more equipment, such as bags and bottles. She skilfully weaves in mathematics as she encourages children to count the number of bottles. Children eagerly investigate shape sorters. The childminder praises children as they keep on trying to fit the shapes into the correct place. This helps to raise their confidence and self-esteem. The childminder introduces the names of shapes and colours and children repeat the words. This helps to develop children's vocabulary.

The childminder is clear about her expectations for children's behaviour. Older children have created rules for the home, which explain that everyone should 'be nice'. The childminder praises children for their positive behaviour. As a result, children understand the childminder's expectations and behave well.

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

- The childminder is clear about what she wants children to learn. She places a strong emphasis on children's communication and language. The childminder speaks clearly to children and narrates as children play. She models language effectively to younger children, repeating back single words and introducing new vocabulary. This helps children to develop their communication skills.
- Children's literacy skills are well supported. Children independently select their favourite stories and snuggle up on the childminder's knee to share them. The childminder reads the story of 'Fox's Socks'. Children eagerly lift the flaps and say 'chocolate' and 'hat' as they find the missing items. This helps children to make progress with their early literacy skills and develop a love of books.
- Children get plenty of fresh air and exercise to help keep them fit and healthy. They enjoy rolling down grassy banks and discussing the effect exercise has on their bodies. The childminder works closely with parents to ensure that children have healthy packed lunches. Children visit local parks, where they climb on large apparatus. This helps to develop children's large-muscle skills, balance and coordination.
- The childminder plans outings in the community, such as trips to toddler groups and rhyme-time sessions. Older children learn about some festivals and other

cultures. However, the childminder does not consistently develop an awareness of different people, places and cultures beyond their immediate experience.

- Parents report how happy they are with the service that the childminder provides. They comment on how 'thoughtful, friendly and nurturing' the childminder is. Parents explain how the childminder responds to children's emerging interests. For example, they explain how she incorporated a visit to a train museum. The childminder supports parents to extend children's learning at home. Parents express that they feel fully involved in their children's learning and development.
- Older children enjoy an abundance of opportunities to express themselves creatively. For example, they paint, write and draw. However, younger children do not have as many opportunities to develop their creative skills.
- The childminder reflects on her practice and the experiences that she offers to children. She is proactive in seeking and completing relevant training courses to help develop her professional knowledge and practice. For example, the childminder has completed a course on supporting children's communication and uses the knowledge she has learned in her everyday practice.
- The childminder works well with other professionals. She liaises closely with the local school to share information about children's starting points and development. This helps to provide continuity in children's care and learning.
- The childminder is a good role model. She encourages children to use good manners. The childminder explains to children what type of behaviour is expected. This helps children to develop a sense of right and wrong.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She knows the procedures to follow and where to report her concerns. The childminder regularly refreshes her training to keep her knowledge and skills up to date. She confidently identifies the signs and symptoms that may indicate a child is at risk of abuse or neglect. The childminder has a good understanding of the signs that may indicate a child is at risk of radicalisation or extremism. She carries out rigorous risk assessments to ensure that children are safe from harm while in her care.

What does the setting need to do to improve?

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

- enhance learning opportunities for children to gain a greater awareness of people and communities beyond their immediate experience
- provide more opportunities for younger children to explore and experiment with a variety of materials and textures, to support their creative development.

Setting details

Unique reference number	EY454628
Local authority	Darlington
Inspection number	10280275
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 September 2017

Information about this early years setting

The childminder registered in 2012. She lives in Darlington, County Durham. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for family holidays. She provides funded early education for three- and four-year-olds.

Information about this inspection

Inspector

Julie Campbell

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Parents shared their views of the setting through written feedback.
- The inspector and childminder carried out a joint observation.

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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