

Childminder report

Inspection date: 27 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 friendly childminder welcomes the children into her home-from-home environment. Children enter happy and wave goodbye to their parents. They form strong relationships with the childminder, which helps them to feel safe and secure. The childminder gives children lots of praise and reassurance, which builds their confidence and self-esteem.

The children enjoy exploring a tray of dinosaurs and natural habitat materials. They pretend to move the dinosaurs and then add diggers to explore with movement. This strengthens the muscles needed for later writing. Children make marks in the soil and explore how it feels with their fingers. The childminder plays alongside the children. She models how to use the diggers to pick up small stones. Children copy her and show determination as they keep on trying. When children master the skills, the childminder claps and celebrates their achievements. This helps to create a positive attitude towards learning.

The childminder encourages children's imagination and helps them to make sense of daily routines. She encourages children to make choices about what they want to play with. They explore a range of ride-on cars and tricycles and are keen to wash and dry the cars ready for their friends after nursery.

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

- The childminder is passionate about the children in her care. She creates a well-balanced curriculum that uses a blend of child-led play and adult-led activities. The childminder engages with the children during their play. She follows their lead, enabling them to take ownership of their own learning. However, at times, the childminder occasionally misses opportunities to support and extend children's learning during planned activities.
- The childminder evaluates what she provides for the children. She knows her strengths and is keen to improve her provision. She reflects on her practice and identifies areas for further development. For example, she has developed the outdoor area to encompass activities and resources for children who prefer to learn outside. However, she has not yet accessed additional training to develop her teaching skills to extend children's learning further.
- The childminder works extremely well with parents. She offers them feedback on their children's well-being and achievements and takes their views on board to meet their children's needs. Parents comment on her calm, caring, nurturing nature and the inspiring activities that support their children's learning.
- The childminder manages children's behaviour very well. She provides a positive role model for children and supports them to understand how to share and take turns. The childminder works closely with parents to agree strategies and

approaches to support behaviour management.

- The childminder promotes children's language well. She provides a language-rich environment, where they hear new words. For instance, children learn new vocabulary, such as 'dinosaur', during an activity. The childminder skilfully asks children questions to assess their knowledge and understanding. Children confidently use their newly acquired knowledge as they describe how they move and make growling noises.
- The childminder makes use of the services in her local community. For example, they visit community groups, local parks and woodland. This enhances children's knowledge of the wider world and gives them the opportunity to socialise with other children.
- The childminder supports children to develop good hygiene habits. For example, she teaches children to wash their hands before they eat and after playing outside. The childminder provides a range of healthy meals and snacks. She supports children to learn about making healthy choices, such as drinking water.
- The childminder works in partnership with other settings that children attend. Information is routinely shared between the settings to gain an understanding of where children are at in their learning. This two-way flow of information supports a consistent approach to helping children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's welfare and safety. She has a clear understanding of her responsibilities and is confident in identifying the signs of abuse. The childminder is aware of the action she would take to record and report concerns about a child. She has undertaken regular training on safeguarding issues, including preventing radicalisation. The childminder is vigilant in recognising any concerns, such as children using language that is not age-appropriate. A continuous risk assessment process ensures the environment and activities she provides are safe and suitable for all children. This helps to ensure all children are protected from harm.

What does the setting need to do to improve?

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

- make better use of the opportunities to support and extend children's learning during planned activities
- introduce ambitious professional development plans to build on the recent extensive improvement and continually enhance practice and teaching.

Setting details

Unique reference number	EY475941
Local authority	Darlington
Inspection number	10280345
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 September 2017

Information about this early years setting

The childminder registered in 2014 and lives in Darlington. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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