

# Childminder report

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Inspection date: 11 December 2019

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|----------------|
| Overall effectiveness at previous inspection | Not applicable |
|----------------------------------------------|----------------|

## What is it like to attend this early years setting?

### The provision is good

The childminder works alongside her husband, who is her assistant. Together, they create a vibrant and stimulating learning environment where, overall, children's individual learning needs are given high priority. Children are motivated to learn and show that they are happy from the moment they enter the warm and friendly home. They eagerly join in with physical activities, such as 'wake up and shake up' when they arrive. The infectious enthusiasm from the childminder and her assistant engages children very well. Children freely access toys and resources from the well-equipped playroom and use them to direct their own play. For example, older children collect fishing rods from the playroom and pick up magnetic fish. The assistant sits alongside children on the floor and supports their skills, such as counting, as they collect the fish. He responds well and provides clear explanations when children ask questions about how real fish are caught. The childminder recognises some improvements to teaching are required to support very young children, particularly in their communication skills. Children cooperate very well and respect each other as they play. They listen carefully to instructions from the childminder and her assistant and respond appropriately. Strong relationships are evident among children. This is apparent when they offer food to each other during snack time. This helps children to feel safe and secure.

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

- The childminder has quickly established herself as a confident practitioner. She has strong understanding of how to engage children. She shares this knowledge with her assistant, who has recently joined her in a full-time role. Collectively, they discuss and review the provision to ensure that children's interests are met. Ongoing support is provided for the assistant, who is currently developing his skills in observing and monitoring children's learning and development.
- Younger children settle well and develop strong relationships with the childminder and her assistant. The childminder plans interesting and stimulating activities for them. For example, children explore large trays of coloured, cooked pasta and use their hands and spoons to feel and investigate. However, occasionally, the language used with children is too complex for their stage of development. The childminder acknowledges that she could adapt her language even more effectively to enable younger children to develop skills, such as using single words.
- Older children, who are preparing to start school, are supported well. The childminder develops strong links with teachers to find out how to best support children, in readiness for the move. Children are supported to develop skills, such as recognising their name, when they are developmentally ready.
- Children's behaviour is good. The childminder and her assistant help them to understand and respond appropriately to the expectations within the home.

- Partnerships with parents are good, overall. The childminder gathers high-quality information from parents about their children's achievements when they first start attending. She completes and shares a summary of children's learning with parents throughout the year. The childminder acknowledges that she could support parents even further and share how her summary of children's learning can be used to support their learning at home.
- Children have ample opportunities to be physically active, particularly outdoors. For instance, the childminder has a strong passion for children's engagement in forest-type activities. She plans her curriculum outdoors very well and children thoroughly enjoy and become engrossed in a wide range of highly stimulating experiences.
- The childminder uses routine activities, such as snack time, to support older children's learning. She talks to children about the fresh fruit they are eating and which they prefer.
- The childminder places a high priority on hygiene and children's safety. She has recently acquired a puppy and ensures that children are aware of how to keep themselves safe. For example, handwashing is emphasised after playing with the animal. A stairgate in the kitchen provides an effective barrier while children are playing.
- Effective procedures are in place to manage any medication children may require. The childminder supports children well while she administers their medicine. She accurately records information ready to be shared and signed by parents upon collection of their child.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong knowledge of how to keep children safe and well. They access regular training to ensure that they obtain the most up-to-date information from their local authority. Key knowledge, such as how to recognise if a child is being exposed to extreme views, is known. Clear procedures are in place to manage any allegation that may be made against the childminder or her assistant. The childminder's home and garden are assessed regularly for risks. Additional measures for supervising children, particularly outdoors, are taken, to keep children safe.

## What does the setting need to do to improve?

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

- extend the information shared with parents so they have a deeper understanding of how they can support their child's learning at home
- strengthen teaching and provide further opportunities for very young children to extend their early speaking skills.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY547779                                                                          |
| <b>Local authority</b>             | Durham                                                                            |
| <b>Inspection number</b>           | 10126941                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 0 to 9                                                                            |
| <b>Total number of places</b>      | 12                                                                                |
| <b>Number of children on roll</b>  | 18                                                                                |
| <b>Date of previous inspection</b> | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2017 and lives in Consett, County Durham. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

## Information about this inspection

### Inspector

Nicola Jones

### Inspection activities

- The inspector discussed with the childminder how she organises her provision, and her aims and rationale for the curriculum.
- 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 and her assistant. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through 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.

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