

<b>Inspection date</b>	18 February 2015
Previous inspection date	11 April 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good because the childminder understands how to promote children's learning and development successfully. As a result, children make good progress and this helps them to be ready for the next stage of their learning.
- The childminder interacts positively with children, effectively encouraging their vocabulary and language skills. Children become very confident communicators and active learners because of the childminder's strong teaching.
- Children benefit from the happy, warm and welcoming child-orientated environment where they know the routines, and this helps them feel emotionally secure.
- The childminder effectively evaluates and monitors her provision. She highlights her strengths and areas she wishes to develop. Therefore, she shows a good capacity to continually improve.
- Safeguarding arrangements are strong. The childminder has a good understanding of her responsibilities to protect children, particularly if she has a concern about a child in her care.
- The childminder has developed effective partnerships with parents. Children's overall development is discussed in detail to ensure that their individual care, learning and development needs are promoted.

### It is not yet outstanding because:

- The childminder does not consistently share information with other early years providers, and seek information from them so that she can plan to complement their learning and share ideas about how to maximise the very good progress children make.

## What the setting needs to do to improve further

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

- strengthen information sharing with other early years providers and use this shared knowledge and understanding to plan to complement children's learning at other settings and share ideas, to support children's progress to the very optimum.

### Inspection activities

- The inspector spoke with the childminder throughout the inspection and interacted with the children.
- The inspector observed activities in the home and carried out a joint observation with the childminder.
- The inspector looked at evidence of the childminder's suitability and household members, children's development records, and planning documentation and a range of other records, policies and procedures.
- The inspector discussed the childminder's self-evaluation, improvement plan and how she seeks and includes the views of parents.

### Inspector

Lynne Pope

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good and children are well prepared for school or the next stage in their learning. The childminder delivers activities that capture children's imaginations and provide a broad learning experience. Children are enthusiastic to learn and they get the most out of every experience. For example, the childminder provides a broad range of resources for children to make dragon masks. She supports them in developing the activity how they want to do it. This promotes their active learning. Children explore mixing paint colours and learn that red and yellow make orange. The childminder supports children's developing communication skills well. She repeats words so that they hear the correct way to say them. She learns words in children's home language to aid her in communicating when English is not their first language. Partnerships with parents are strong. Daily diaries and discussions inform parents about children's learning. The childminder shares her written observations with them. This means parents can continue children's learning at home.

### **The contribution of the early years provision to the well-being of children is good**

Children have positive relationships with the childminder. Her praise and encouragement supports their self-esteem and confidence. This leads to well-behaved children who understand the boundaries the childminder has set in her home. Regular visits to toddler group help children learn how to mix with other children and share resources. This helps to prepare them for the eventual move to nursery or school. Children experience a healthy lifestyle through daily physical activity, good food and hygiene practices. The childminder encourages their independence skills at snack time. Each child is provided with a plastic knife and some fruit to cut up. This helps children learn how to use different tools. The childminder involves children in discussions about different foods, asking them which ones are good for them. This leads to a lengthy chat about various foods, such as fish, where the childminder gives children the reason why it is good for them.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a thorough knowledge of the learning and development requirements and how to keep children safe. She reviews risks in the environment regularly and makes sure her home is safe and secure. The childminder accesses regular training to improve her knowledge. She has gained a level 3 qualification in childcare and feels this has helped her immensely when planning and assessing children's learning. She carries out regular observations and assessments. This means she can effectively identify, and take action to narrow any gaps in their learning. The childminder has addressed the recommendations made at the previous inspection, thus improving outcomes for the children in her care. She liaises generally well with other settings to support continuity of care and learning for each child. However, there is room to enhance the information sharing about children's learning even further, to consistently support children's learning and help them to make the very best possible progress.

## Setting details

<b>Unique reference number</b>	EY417203
<b>Local authority</b>	Durham
<b>Inspection number</b>	879919
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 April 2011
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in the Moorside area of Consett, County Durham. She operates all year round from 6am until 10pm, Monday to Friday, except bank holidays and family holidays. The childminder is registered for overnight care. The childminder holds a formal childcare qualification at level 3.

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