

Inspection date

14 April 2015

Previous inspection date

24 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder provides a broad range of activities and experiences that stimulate and motivate children. The inside and outdoor environment is well resourced with equipment that is accessible for all children.
- Children are encouraged to develop their early writing skills. The childminder integrates opportunities for children to practise writing and drawing in their play. This helps to prepare children for the experiences they will encounter at school.
- The childminder ensures that children are kept safe and secure. She is fully trained in how to follow safeguarding procedures. The premises are kept secure and hazards are minimised through the implementation of effective risk assessments.
- The childminder develops strong relationships with children and their families. She gets to know the children well by obtaining purposeful information from their parents. Consequently, children's emotional well-being is effectively fostered.
- Children are polite and well mannered. They behave well, because the childminder sets consistent boundaries and ensures that all children are aware of her expectations.
- The childminder effectively uses puppets and other props to enhance children's love of stories and books.

It is not yet outstanding because:

- Occasionally, the childminder directs children's play too enthusiastically. She does not always give children time to think, respond and take the lead during conversations.
- The childminder does not always provide opportunities for children to face challenge and assess risks for themselves.

What the setting needs to do to improve further

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

- strengthen the learning opportunities for children, for example, by considering their intentions and providing more time for them to think, respond and initiate conversations
- challenge children to try more new activities, further assess risk for themselves and provide explanations, so that they become even more confident, self-assured and understand consequences.

Inspection activities

- The inspector observed and talked with children as they played inside and outdoors.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector checked evidence of the childminder's qualifications and the suitability of all household members and students.
- The inspector viewed a range of documents, including relevant policies and procedures, children's assessment files and the childminder's self-evaluation form.
- The inspector spoke with the parents on the day of the inspection, taking their views into account.

Inspector

Janice Caryl

Inspection findings

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

Children enjoy their time with the childminder and make good progress in their learning. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She regularly liaises with parents and carers to gather information about children's starting points. Subsequent observations and assessments completed show where children are secure in their development. The childminder ensures that children have opportunities to practise their skills through repeated activities, followed by accurately planned next steps. Children enjoy painting as they develop their physical skills, using a variety of tools, such as brushes and sponges. The childminder teaches children about colour recognition and invites children to draw circles and recognise the shapes on the sponges. This supports children in developing the early mathematical skills of shape and size. The childminder provides lots of instruction and asks questions, promoting children's communication and language skills. However, she does not always give children ample time to think, consider, experiment and initiate conversations when planning their own creations.

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

The childminder effectively supports children to develop their skills in personal, social and emotional development. Children gain in confidence, because the childminder teaches them to be independent, promoting their physical well-being. Children learn about healthy lifestyles and environmental issues, such as saving water, by collecting rain water in the garden. The childminder provides healthy, wholesome, nutritiously balanced meals. She reinforces the messages about choosing healthy food options by having bright and stimulating posters on display, where children eat. The childminder challenges children to extend their skills as they balance on and pedal bicycles. However, she is so safety conscious that occasionally, there are missed opportunities for children to experiment and encounter challenges that further test their abilities. The childminder successfully meets the diverse needs of children and families by working in close collaboration with parents. She successfully shares information and involves them in their children's learning, ensuring continuity, while maintaining positive relationships.

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

The well-qualified childminder attends as much training as possible. She puts into practice what she has learnt, for example, by amending documentation and reflecting on her resources. As a result, all the safeguarding and welfare requirements are successfully met. Furthermore, children benefit from being in an environment that is constantly evolving. The childminder consistently evaluates her provision and makes improvements as necessary. She seeks feedback from parents and children, so that the needs of all those involved in her provision are well met. The childminder is very organised, effectively implementing her policies and procedures, so that children are consistently kept safe. She has good links with local authority advisers, who offer support when needed.

Setting details

Unique reference number	313823
Local authority	Durham
Inspection number	868162
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	24 November 2009
Telephone number	

The childminder was registered in 1992, and lives in Bishop Auckland, Durham. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant National Vocational Qualification at level 3.

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