

<b>Inspection date</b>	13 April 2015
Previous inspection date	18 February 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
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

- Children make good progress because the quality of teaching is effective. The childminder knows the children well, and provides experiences and activities that take account of their interests and individual learning needs.
- The support for children's well-being is outstanding. Children have excellent attachments to the childminder, who is very caring and attentive to their needs. This has a significant impact on children's confidence, growing independence and motivation to learn.
- The environment is very well organised and ensures a good range of stimulating activities. As a result, children's needs are well met.
- The safeguarding of children is good. Policies and procedures are effectively implemented. As a result, children are protected well and kept extremely safe.
- The childminder holds a recognised childcare qualification, which contributes to his secure understanding of how children learn and develop.
- The childminder effectively evaluates the provision, which enables him to identify what he can do to bring about continuous improvement.
- Partnerships with the local schools and nurseries are good. This supports continuity for children through a shared approach to their care and learning.

### It is not yet outstanding because:

- The presentation of books available does not always encourage children to freely access reading materials, in order to promote their good literacy skills even further.
- On occasions, the childminder does not give children sufficient time to develop their play experiences; to think about and carry out their own ideas.

## What the setting needs to do to improve further

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

- develop children's enjoyment of books further, for example, by enabling all children to access reading materials more easily so that it encourages them to read independently
- enhance children's play experiences further, for example, by fitting in with their ideas and giving them time to think and explore.

## Inspection activities

- The inspector observed activities in the childminder's lounge, conservatory and garden.
- The inspector held discussions with the children and the childminder at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a range of records including children's details, learning information, written policies, planning, risk assessments, training certificates and a selection of other documents.
- The inspector took account of the views of parents from written statements.

### Inspector

Melanie Vincent

## Inspection findings

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

The childminder has a good knowledge of the seven areas of learning, to provide stimulating activities and resources that capture children's interests. As a result, children make good progress. The childminder models language well and introduces new vocabulary when children are playing. Children develop their early writing skills as they use large brushes and water outside, to make marks on a range of different media. The childminder supports the development of mathematics well by encouraging discussions about colour, shapes and numbers, when children are playing with a parachute. Children develop their understanding of the world by looking after, and caring for, fish in the garden. Exciting activities, such as digging in the garden, allows children to develop their explorative and investigative skills. However, the childminder occasionally jumps in too quickly to guide children, rather than letting them explore in their own way and develop their own ideas. Children enjoy looking at books with the childminder. However, not all children are able to easily access reading materials to encourage them to read independently.

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

Children are extremely confident and motivated in their learning, because of the high levels of individual attention, excellent guidance and sensitive support they receive from the childminder. The childminder's home is a warm, welcoming and extremely enabling environment. The very well-organised environment allows children to develop their independence and ability to explore. Children clearly thrive and grow in confidence in the trusting environment. The exciting outdoor environment allows children to understand very effectively how to manage their risks. Children are encouraged to be independent and to make choices, and consequently, exhibit high levels of self-assurance and esteem. The childminder is a good role model and children's behaviour is exemplary. These close bonds and the warm environment, very successfully support children's emotional and physical well-being and helps prepare them very well for the next stage in their learning, such as starting nursery or school.

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

The childminder has a good knowledge of the requirements of the Early Years Foundation Stage. He attends suitable training, using this knowledge to develop his service and meet children's needs. The childminder has a good understanding of safeguarding. All children enjoy an extremely safe and secure learning environment, because the childminder completes comprehensive daily checks and supervises them vigilantly. He is very well motivated and strives for continuous improvement through effective self-evaluation. The childminder identifies any gaps in children's learning and provides activities to help close the gaps quickly. The childminder develops very good partnerships with parents, and they are extremely happy with the care and learning their children receive.

## Setting details

<b>Unique reference number</b>	EY403047
<b>Local authority</b>	Durham
<b>Inspection number</b>	850480
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 February 2010
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Consett, County Durham. He operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with a co-childminder. The childminder provides funded early education for two-, three- and four-year-old children. He holds a childcare qualification equivalent to level 3.

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