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|--------------------------|------------------|
| <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 due to the childminder's clear knowledge of child development. She uses observations of children's learning to identify and plan effectively for the next steps in their learning.
- 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 effectively met.
- The childminder has a secure understanding of safeguarding procedures, which helps to protect the children in her care. She is aware of who to contact if she has any child protection concerns and uses her effective safeguarding policy as guidance.
- The childminder forms strong partnerships with parents and joint providers which supports children's learning at home and at other settings they attend.
- The childminder holds a recognised childcare qualification which contributes to her secure understanding of how children learn and develop.

### 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 and 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 further children's enjoyment of books, 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 kitchen and lounge.
- 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 relevant qualification, giving her a good knowledge of the seven areas of learning, to provide stimulating activities and resources that capture children's interests. For example, children enjoy exploring and sorting pine cones and shells in the stimulating outdoor environment. The childminder uses observations of children's learning effectively, to identify and plan for the next steps in their learning. As a result, children make good progress. When children play with dough, the childminder frequently uses language that relates to number, size and shape, to help children develop mathematical understanding. The childminder encourages children's language development by providing a commentary when they play. Exciting activities, such as painting outside with large brushes and water, encourages children to develop their physical development. 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. Children are very secure in their relationships with the childminder who is highly skilled and sensitive to the children's individual needs. The childminder's home is a warm, welcoming and extremely enabling environment. The very well-organised environment offers an extensive range of play materials developed from children's interests and abilities. The childminder gently encourages children to take measured risks when they play outside. They are encouraged to be independent and to make choices, and consequently, exhibit high levels of self-assurance and esteem. These close bonds, and the warm environment, very successfully support children's emotional and physical well-being and helps prepare them 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 learning and development requirements, and how to keep children safe. The childminder is well trained in safeguarding and she has a good understanding of how to recognise signs which may cause concern. All children enjoy a safe and secure learning environment because the childminder completes comprehensive daily checks. Self-evaluation is good because the childminder effectively identifies what she does well and how she helps children learn. Parents are involved in this process and children help her to evaluate her provision. The childminder ensures children have a broad range of experiences that cover all areas of learning to help children make good progress towards the early learning goals. The childminder has a good relationship with the local schools and talks to the staff regularly about what children do in school.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY347074         |
| <b>Local authority</b>             | Durham           |
| <b>Inspection number</b>           | 863151           |
| <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>  | 7                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 18 February 2010 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 2007 and lives in Consett, County Durham. She 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. She holds a childcare qualification equivalent to level 2.

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