

Childminder Report

Inspection date

9 June 2015

Previous inspection date

18 August 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		Outstanding	1
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 quality of teaching is good because the childminder has a secure understanding of the Early Years Foundation Stage. She plans a wide range of interesting and challenging activities and, as a result, all children make good progress in their learning, including those with special educational needs and/or disabilities.
- Children's well-being is outstanding. Children have excellent relationships with the childminder who is very caring and attentive to their needs. This has a significant impact on children's confidence, independence and motivation to learn.
- The childminder ensures children are effectively safeguarded and is proactive in the way she helps them to learn about how to keep themselves safe. Robust policies and procedures underpin her very good practice.
- The childminder provides a rich and enabling environment for all children, both indoors and outside.
- Partnerships with parents are very strong and make a positive contribution to a shared approach to children's learning and care.
- The childminder demonstrates a genuine commitment to making ongoing improvements to the quality of care and learning she provides for children.

It is not yet outstanding because:

- The childminder does not monitor the teaching practice of her assistant rigorously enough to move teaching from good to outstanding.
- The childminder is not highly effective in sharing information about children's progress with other providers of the Early Years Foundation Stage for children who attend less frequently.

What the setting needs to do to improve further

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

- strengthen the monitoring of the teaching practice of her assistant to ensure that it is sharply focused to support children to make the best possible progress
- strengthen partnerships with other providers of the Early Years Foundation Stage and use this information, alongside existing systems to observe and assess children, to plan more precisely for those children who attend less frequently.

Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector looked at children's learning and development records and a selection of policies.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection and conducted a joint observation with the childminder.
- The inspector took account of the childminder's self-evaluation document and the written views of parents provided through completed questionnaires.

Inspector

Julie Morrison

Inspection findings

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

The childminder provides children with fun and interesting activities that cover all areas of learning. Children show high levels of concentration as they use spoons to transport stones from one container to another. This supports their hand-to-eye coordination well. The childminder engages well with children to extend their learning. For example, as they play with soft dough, she encourages younger children to identify colours and shapes. Older children develop their counting skills well, for example, the childminder asks them to count how many spots they can see on some ladybirds and introduces language, such as more and less into their play. The childminder completes regular observations of children's learning and uses the information to complete detailed, monthly assessments of their progress and next steps in learning. This means that planning for all children, including those with special educational needs and/or disabilities, is based on their learning. As a result, all children make good progress in preparation for school.

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

Children behave well and are extremely confident and motivated in their learning because of the high levels of individual attention, guidance and support they receive from the childminder. The childminder's home is a warm, welcoming and an extremely enabling environment. Books and toys are displayed so that children can make independent choices about their play. In addition, a wealth of photographs and examples of children's work are clearly displayed, nurturing a sense of belonging and ownership. Children learn about good hygiene practices and healthy lifestyles. For example, they grow vegetables and prepare their own food for lunch. Children's good health is further promoted as they have free-flow access to the extremely stimulating and well-resourced play area outside. Children show their excellent understanding of keeping safe. For example, older children explain to younger children how to use scissors safely.

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

The organised and well-qualified childminder is highly motivated to improve her practice. She works closely with her co-childminder and assistant to discuss practice and monitor the educational programme. This means that all areas of learning are covered and gaps in children's learning are identified. However, the monitoring of her assistant's teaching practice is not consistently sharply focused, in order for children to make the best possible progress. The childminder fully understands the importance of working with other professionals to ensure that children with special educational needs and/or disabilities have their individual needs met well. She has also developed positive relationships with other providers of the Early Years Foundation Stage to share information about children's progress. However, for children who attend her setting less regularly, systems to more consistently share information and use this information to plan more precisely for their next steps in learning are not as well established. This does not support children to make the best possible progress.

Setting details

Unique reference number	EY391186
Local authority	Durham
Inspection number	859326
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	31
Name of provider	
Date of previous inspection	18 August 2009
Telephone number	

The childminder was registered in 2009 and lives in Spennymoor. She operates all year round from Monday to Friday, except for bank holidays and family holidays. The childminder also provides overnight care. The childminder works with a co-childminder and an assistant. The childminder holds an early years qualification at level 5. She supports children with special educational needs and/or disabilities.

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