

Childminder Report

Inspection date

15 June 2015

Previous inspection date

17 February 2011

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

- Children enjoy a good range of activities and resources, which provides them with enjoyable challenges and builds on their interests. The childminder encourages children to work together, which supports their learning effectively. As a result, children are well prepared for the next stage in their learning, including school.
- Children build very positive relationships with the childminder and the other children because there is an excellent emphasis on personal, social and emotional development. As a result, their behaviour is excellent and they feel very happy and self-assured.
- The childminder keeps children extremely safe because she has a very good understanding of safeguarding. She demonstrates a full knowledge of what to do should she have concerns about a child's welfare. The childminder also gives children's safety high priority through highlighting risks and minimising potential hazards within her environment.
- The childminder is well qualified and keen to improve her professional knowledge. She regularly seeks training and support. The childminder has recently applied some recent advice, guidance and training to support her in managing her observations and assessments. This has had a positive impact on her practice.
- Children are extremely happy and confident, demonstrating that they feel safe and secure as they independently explore the environment.

It is not yet outstanding because:

- Opportunities to extend and enrich children's communication, language and pronunciation are not always fully maximised.
- Information gathered from parents about children's learning and development, to help inform children's starting points, is not yet firmly embedded.

What the setting needs to do to improve further

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

- advance and further develop children's communication and language skills, for example, by modelling more words to support pronunciation and engaging even more in the conversations that interest children
- strengthen initial assessments by gathering even more information from parents and carers about children's learning and development before they start at the setting.

Inspection activities

- The inspector viewed the areas used by children, inside and out.
- The inspector held discussions with the childminder at appropriate times, talked with children and carried out a joint observation.
- The inspector checked evidence of the suitability of the childminder, her training certificates and the suitability of all other adults in the household.
- The inspector viewed feedback from parent questionnaires, taking their views into account.
- The inspector looked at a range of records, including relevant policies and procedures, children's learning files, the childminder's self-evaluation form and risk assessments.

Inspector

Janice Caryl

Inspection findings

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

The childminder has an excellent understanding of how children learn through play. The quality of her teaching is very good with some outstanding qualities. For example, she chats to children as they hunt for bugs and garden creatures. She asks some very relevant questions to help children think, such as, 'I wonder what this could be?' She teaches children mathematical language as she encourages them to look under the stone, behind the shrub and on the leaf. Overall, children's language and communication skills are promoted well. However, the childminder sometimes misses opportunities to help children pronounce new words correctly. In addition, she does not always extend children's dialogue further by expanding on conversations initiated by them. The childminder provides a very good range of resources to suit children's learning styles. She promotes good early literacy by providing opportunities for children to learn that reading and writing is for a purpose. For example, she teaches children to mark off the insects they have seen. Younger children enjoy making marks and writing on the laminated sheets, while older children mark off the bugs using a tick. In addition, she teaches children how to research as they search in the book for the name of the bee they have found.

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

The childminder establishes extremely strong attachments with children, which is clearly evident throughout the inspection. Her exceptional warmth and kindness towards the children helps to build their self-confidence, self-motivation and self-esteem. Consequently, children develop their independence and enjoy choosing what to do. The children benefit from excellent outdoor learning opportunities. Children show their emerging knowledge of healthy eating as they ask the childminder, 'Is this good for me?' Children are developing excellent hygiene practices as they wash their hands before meal times and after playing outside. The childminder has taught children to sing a song at the same time, so that washing is fun and effective. The childminder has extremely close links with the local nursery and schools. This helps to ensure that there is continuity of learning for children and any moves into school are seamless.

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

Parents are involved in their children's learning from the outset. Information gathered from parents about their children's care needs help to inform initial assessments. The childminder has begun to gather further information about children's current skills and abilities when they first start. However, this process is still in its early stages, which means some children do not have specific starting points. Nevertheless, the childminder's observations and assessments, once children have settled, help the childminder track children's progress in their learning and development. As a result, any gaps in development are easily identified. The childminder is extremely self-reflective, working alongside others, parents and children to obtain feedback, which informs future practice.

Setting details

Unique reference number	313512
Local authority	Durham
Inspection number	871945
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	17 February 2011
Telephone number	

The childminder was registered in 2000 and lives in Belmont, Durham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children. The childminder holds a National Vocational Qualification at level 3.

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