

Childminder Report

Inspection date

12 June 2015

Previous inspection date

15 March 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

- The quality of teaching is good. The childminder provides a wide range of purposeful and well-planned activities that support the children to make good progress in their learning.
- Partnerships with parents are successful, ensuring children get the support that they need. As a result, children's individual needs are met effectively.
- The childminder provides excellent support for children's personal, social and emotional development. This means that children become confident and independent learners.
- The childminder promotes good hygiene routines. Children understand about the need to keep clean and enjoy healthy food and drink.
- The play areas, both inside and outside are well organised, clean and secure. As a result, children can explore their surroundings freely and in safety.
- Good priority is given to safeguarding children. The childminder has a good understanding of her roles and responsibilities in keeping children safe from harm.
- The childminder is dedicated and shows a strong commitment to improve outcomes for all children, including those who speak English as an additional language.

It is not yet outstanding because:

- Occasionally, the childminder misses opportunities to develop children's mathematical learning during their play.
- The childminder does not always maximise opportunities for children to access resources to complement their individual learning styles consistently when exploring their surroundings.

What the setting needs to do to improve further

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

- provide a wider range of opportunities, such as asking relevant questions and adding numbers to the environment, to enable children to develop a sense of number and counting during their play
- offer an even wider range of resources, such as, water, sand, pasta, sticks and stones to complement children's individual learning style consistently as they explore their surroundings.

Inspection activities

- The inspector observed activities in the playroom, during snack time, lunchtime and during outdoor play.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder throughout the inspection and spoke to children when appropriate.
- The inspector viewed documentation, including children's assessment, tracking and planning records, and a sample of the policies and procedures.
- The inspector checked evidence of the suitability of household members, the safeguarding policy and procedures and complaints policy.
- The inspector discussed self-evaluation with the childminder, and took account of the written views and comments made by parents.

Inspector

Lois Wiseman

Inspection findings

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

The childminder understands how children learn and plans activities that interest them across all areas of learning. This means children make good progress relative to their starting points. The childminder interacts well with children during play activities, helping them to think critically. For example, she asks them what might happen if they roll the cars off of the window ledge. However, on occasion the childminder misses opportunities to develop children's awareness of number, such as counting the number of coloured bricks used to build towers. The childminder tracks children's learning well and their learning journals provide a documented account of the activities and experiences offered. Although children's learning styles are noted, the childminder does not always ensure that complementary resources are available at all times, to enhance the children's learning further. Strong relationships with parents mean that children's care needs and achievements are shared, enabling parents to be fully engaged in their children's learning.

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

The childminder establishes exceptionally warm and close relationships with children and their families. As a result, children settle quickly into this home-from-home environment and their emotional well-being is secured. The settling-in process is highly flexible, meeting the needs of children and families. The childminder maintains very high levels of health and safety. Consistent care routines enable children to learn about healthy lifestyles and to develop self-help skills. Children enjoy outdoor play and manage their own risks very well. For example, young children turn around to climb down steps by themselves. The childminder promotes children's good physical well-being and talks to children about why wearing sun cream is important. The childminder is a highly effective role model, promoting good manners consistently. Children's behaviour is managed extremely well, helping them to learn about sharing and taking turns. This means that children develop positive attitudes and social skills ready for their next stage in learning.

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

The childminder has a good understanding of the safeguarding and welfare requirements, and knows how to keep children safe. Health and safety checks are completed daily and children help to assess risks in their play. The childminder understands her child protection duties and has robust procedures in place. Children's progress is tracked well, identifying any gaps in learning. The childminder reflects on her practice, using parents' comments and feedback to improve her provision. The childminder undertakes ongoing professional development in a variety of ways, and uses any knowledge gained to extend children's learning experiences even further. As a result, children become self-assured and ready for their move into school. The childminder demonstrates a strong desire to improve her practice, raising the outcomes for children.

Setting details

Unique reference number	EY347534
Local authority	Durham
Inspection number	863183
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	15 March 2011
Telephone number	

The childminder was registered in 2007 and lives in Consett, County Durham. She operates from 7.30am to 6pm, Monday to Friday all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and supports children who speak English as an additional language.

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