

# Childminder Report

## Inspection date

15 June 2015

Previous inspection date

15 March 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		Good	2
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

- A wide range of toys and resources are displayed at children's level, creating opportunities for children to self-select and lead their own play. As a result, children are self-motivated and keen learners.
- Children's behaviour is managed very effectively. The childminder helps children understand the concept of sharing from a young age through using simple explanations of the rules and suggesting ways the children can play together.
- Children are safeguarded very well as a result of the childminder's commitment to their safety. She has a firm understanding of child protection procedures and is clear about what she must do should she have a concern about a child in her care.
- The childminder demonstrates an excellent attitude towards improving her childminding practice. She carries out self-evaluation to help her build upon her strengths and is entirely open to making changes in order to improve her provision and outcomes for children.
- The childminder is a good role model for the children. She sits with them at lunchtime, eating her own lunch, promoting good eating habits and discussions around healthy lifestyles.
- Parents speak highly of the childminder and the care she provides, commenting on her flexibility and caring approach to the children.

### It is not yet outstanding because:

- Partnerships with other early years settings the children attend are not yet fully established to ensure the consistent sharing of information.
- The childminder does not make the most of professional development opportunities to help her develop her skills in teaching and learning even further.

## What the setting needs to do to improve further

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

- strengthen partnerships in place with other early years providers to ensure a collaborative approach to children's learning and development is achieved
- make the most of professional development opportunities, for example, online or through local networks, to further enhance teaching skills and support children's individual learning styles.

## Inspection activities

- The inspector observed activities during indoor play and at lunchtime.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder and took account of her evaluation.
- The inspector viewed a range of documentation including children's records, a sample of policies and procedures, and the self-evaluation document.

## Inspector

Katie Sparrow

## Inspection findings

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

The childminder supports children well through an effective balance of adult-led and child-initiated play. A wide range of toys and resources are displayed at children's level, creating opportunities for them to self-select and lead their own play. The childminder sits with the children on the floor, joining in with their play. They have great fun dressing dolls. They rummage through the clothes and shoes, and take turns to dress and undress them. The childminder models language well during this time, supporting children's developing communication skills. She notices one of the children trying to fit the dolls shoes on her own foot. The childminder helps the child make links in her learning as she suggests she finds her own shoe to check if it fits. The childminder's effective teaching supports children to make good progress. Partnerships with parents are well established. There is excellent information sharing, including ideas for parents to extend learning at home. Partnerships with other early years settings the children attend are less well established as the childminder does not consistently share information to ensure continuity of care and learning for the children.

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

Children are entirely at ease as the childminder creates a warm and homely environment for the children to enjoy. They are happy and content, displaying high-levels of confidence. They have close relationships with the childminder as they enjoy cuddles and sitting on her lap on occasion. These close bonds are formed as a result of the effective settling procedures in place. The childminder seeks much information about the children from the very beginning and as an ongoing process. This helps to ensure children's needs are known and well planned for. Children enjoy regular trips out, for example, to local toddler groups, library sessions and seaside towns. These experiences help children learn about the wider world and provide opportunities for them to develop their social skills with other adults and children. As a result of the excellent care practices in place, children's physical and emotional well-being is greatly supported and they are very well prepared for the next stage of their learning.

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

The childminder is very organised and has in place all of the required documentation for the safe and effective running of her provision. She is extremely proactive and updates her knowledge and skills regularly through online research and reading early years literature. She holds a relevant early years qualification at level 3, which gives her a good understanding of how children learn and enables her to teach effectively. However, the childminder has not clearly targeted enhancing her professional development through further training, to strengthen her capacity to teach more effectively. The childminder regularly reflects upon and records where the children are in their development and how they have progressed over time. This helps to ensure any needs are swiftly identified and used to inform planning.

## Setting details

<b>Unique reference number</b>	EY289090
<b>Local authority</b>	Durham
<b>Inspection number</b>	861325
<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>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 March 2010
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Consett, County Durham. She operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a qualification at level 3.

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