

# Childminder Report

**Inspection date**

18 June 2015

Previous inspection date

26 May 2011

<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

- The childminder and two of her assistants hold a relevant early years qualification. Therefore, they understand how young children learn and develop. The children's interests, learning and development are supported well. As a result, children are well prepared for their next stage in learning, such as school.
- The childminder and her assistant have built good relationships with the children. As a result, they are happy and confident in their care. A secure settling-in procedure is in place. The childminder spends time getting to know individual children and their families. This means that children settle very well and their emotional and physical well-being are well promoted.
- The childminder monitors the progress children make, which gives her a good knowledge of each individual child. Therefore, activities are provided that support all children to make good progress in their learning and development.
- The childminder and her assistant undertake training in order to enhance the outcomes for children. They have recently attended safeguarding training. Therefore, they have a good understanding of their roles and responsibilities in terms of child protection and safeguarding children. Consequently, children are well protected and kept safe from harm.

### It is not yet outstanding because:

- The childminder does not always give children enough time to respond to the questions she asks. She occasionally intervenes too soon and says something herself.
- Occasionally, children are not always given sufficient time to become deeply involved in their own ideas because the childminder takes over their play.

## What the setting needs to do to improve further

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

- strengthen the good teaching further by ensuring children are given enough time to think about what they want to say and then respond, when asking them questions
- ensure that children have uninterrupted time to play and explore their own ideas.

### Inspection activities

- The inspector carried out a tour of the premises.
- The inspector checked evidence of the suitability of adults living on the premises and records of the childminder's and her assistant's training.
- The inspector looked at documentation, including a selection of policies and procedures, observation and planning documents, self-evaluation forms and children's learning records.
- The inspector observed activities in the childminder's home, and spoke to the childminder and the children at appropriate times during the inspection.

### Inspector

Maureen Sheekey

## Inspection findings

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

The childminder and her assistant teach children well, using their knowledge of the children to plan interesting experiences that meet their needs. The childminder and her assistant support children's early communication skills well. However, there are times when opportunities to extend children's developing language skills even further are not maximised. For example, occasionally, the childminder intervenes too soon when asking children a question. She does not always allow them enough time to think about and provide their own response. Children are provided with outdoor experiences that stimulate and challenge their learning. For instance, they have a caterpillar in a cocoon, in a butterfly garden. The children are observing it as they know it is due to hatch soon. Children are encouraged to follow their interests. However, at times the childminder interrupts the children's play, disrupting their learning and the flow of engagement with other adults.

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

Children are self-confident and self-motivated; they are keen to do things for themselves. For example, children are keen to choose which fruit they would like for snack. They confidently peel their own fruit and then chop it up, accepting adult help if required. Children receive healthy, wholesome and nutritious foods. They are kept well hydrated, and have lots of opportunities to be physically active. Children are encouraged to wash their hands before and after snack. The childminder and her assistant provide children with clear, consistent and age appropriate behavioural expectations. They gently remind children about sharing and being kind to their friends. Consequently, children's behaviour is good. Children enjoy spending time in the garden, where they ride wheeled toys and use the slide. They also enjoy many outings. This effectively promotes their physical well-being and encourages them to develop positive attitudes to keeping fit and healthy.

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

The childminder has a good understanding of her role and responsibility to meet the Early Years Foundation Stage requirements. She works successfully with her assistants to provide a good quality service for children and parents. Records to support effective practice and promote children's safety are well organised and well maintained. Robust risk assessment procedures are in place, ensuring all areas of the childminder's home are safe and fit for purpose. Links with the local school and local authority are securely in place. Parental partnerships are strong. Parents are kept well informed of their child's developmental progress, ensuring a shared approach to promoting children's development. The childminder provides support, mentoring and training to her assistants, and sets targets during supervision and appraisal meetings. The childminder also uses these occasions to ensure her assistants are aware of any policy updates. The childminder has robust systems in place for self-evaluation; areas for improvement are focused and include the views of parents and children.

## Setting details

<b>Unique reference number</b>	EY416523
<b>Local authority</b>	Durham
<b>Inspection number</b>	851734
<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>	12
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 May 2011
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Leadgate near Consett. She works with assistants and provides funded early education for two-, three- and four-year-old children. The childminder operates all year round from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate  
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