

# Childminder Report

**Inspection date**

24 June 2015

Previous inspection date

9 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

- Children make good progress in their learning. The childminder regularly observes children to understand their level of progress, and uses this information well to assess and plan for their learning. Children's progress over time is documented well in learning files. These include observations and photographs of children at play.
- The experienced childminder is committed to her role. She regularly conducts research, by reading early years literature and attending network meetings. This helps the childminder to update her skills and knowledge. As a result, she is able to teach effectively and provide an effective learning environment.
- Partnerships with parents are well established. There is a good two-way flow of communication from the beginning of the care arrangement, and all information is used to ensure children's needs are well met. Partnerships with other early years settings children attend are equally well established. Good use of information sharing means all children receive continuity in their care and learning.
- The childminder is warm and friendly towards children. As a result, attachments with children are strong. This helps them to be confident and self-motivated to explore and try new things.

### It is not yet outstanding because:

- Babies have few opportunities to explore their sense of touch through exploration of different textures.
- The garden area lacks visual appeal, particularly with regards to displays, and how numbers are used in the environment for children to explore and integrate into their play.

## What the setting needs to do to improve further

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

- engage babies in more sensory based play, for example, by providing lots of textures for babies to explore
- make the most of outdoor spaces, by providing a more visually stimulating environment, with particular regard to displays and different ways numbers can be used in children's play outside.

## Inspection activities

- The inspector observed interactions between the childminder and children, and discussed children's learning and progress.
- 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 discussed the self-evaluation document.
- The inspector spoke to the childminder's assistant and discussed their partnership working.

### 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 provides a stimulating range of activities to promote children's learning across the seven areas of learning. Babies thoroughly enjoy playing with rattles, as they learn the shaking motion makes a noise. The childminder extends this by putting out other musical toys, encouraging babies' understanding of how things work, as well as the need to move, in order to pick things up out of reach. These good teaching techniques support children's development well and helps them to make links in their learning. However, there are not enough opportunities for babies to explore different textures, such as paint and gloop to support their physical development and creative skills. The garden is well resourced. Children have access to lots of natural play resources, and opportunities for sand and water exploration. There are limited opportunities for children to explore and see numbers as they play outside, so children begin to use numbers in their play.

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

Children are happy, settled and enjoy their time with the childminder. This is a result of the good settling-in procedures in place. The childminder seeks much information about children from the very beginning, and as an ongoing process. For example, routines from home, what children can already do and medical needs are all discussed prior to children starting. This helps to ensure children's needs are known and well planned for. Older children enjoy becoming independent. They are encouraged to develop their self-help skills as they put on their own shoes and coats, and learn to use cutlery in order to feed themselves. Children enjoy regular trips out, for example, to local toddler groups and woodland areas. 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 become confident, motivated individuals. Consequently, children are well prepared for the next stage in their learning.

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

The childminder has a clear understanding of the requirements of the Early Years Foundation Stage and implements these successfully. She works closely with her assistant who she discusses the needs of the children with in detail to ensure they receive continuity in their care and learning. The childminder and her assistant are also highly reflective. They discuss together the effectiveness of the childminding provision and are confident in where they would like to improve. 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. Risk assessments are rigorous and every effort has been made to ensure the environment is safe for children to enjoy. Effective systems are in place for monitoring children's development and activities, ensuring any needs are swiftly identified. This includes the implementation of the progress check for children at age two.

## Setting details

<b>Unique reference number</b>	313567
<b>Local authority</b>	Durham
<b>Inspection number</b>	868147
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 March 2010
<b>Telephone number</b>	

The childminder was registered in 1993, and lives in a village outside of Barnard Castle, County Durham. She operates all year round from 7am to 6pm, Monday to Sunday, except for family holidays. The childminder occasionally works with an assistant.

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