

# Childminder Report

**Inspection date**

2 July 2015

Previous inspection date

25 January 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

- The childminder has a clear understanding of the requirements of the Early Years Foundation Stage and implements these successfully within her childminding practice.
- The childminder is highly reflective and shows a good commitment to her provision. She completes self-evaluation to help her recognise and identify her strengths and areas for improvement. As a result, the childminder is able to maintain continuous improvement.
- Children are safeguarded very well as a result of the childminder's clear knowledge and understanding on how to keep children safe. 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.
- Excellent care practices greatly support children's physical and emotional well-being.
- The childminder is very organised. She maintains all paperwork and documentation to a high standard and has in place all required policies, procedures and records.

### It is not yet outstanding because:

- Occasionally, planned activities are not closely matched to children's known interests. As a result, children are not as curious and inquisitive during these times.
- The childminder sometimes intervenes too quickly with children at play rather than allowing them uninterrupted time to become fully engaged.

## What the setting needs to do to improve further

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

- help children to be even more motivated and curious during their play by strengthening further the links between their known interests and planned activities.
- enhance learning experiences for children by providing even more opportunities for uninterrupted time to play and explore independently.

## Inspection activities

- The inspector observed activities during indoor play, in the garden and during snack time.
- 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 her evaluation.
- The inspector viewed children's records, planning documentation and a range of other documentation, including 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 learning environment is vibrant, highly stimulating and personal to the children. The childminder provides an interesting range of activities to promote children's development across the seven areas of learning. The childminder uses observations of the children to help her identify next steps as well as their changing interests. However, some planned activities are not closely matched to children's known interests meaning they are less inquisitive during these times. Children have great fun exploring with water outdoors. They use a range of tools to support their learning, such as paint brushes and rollers. The childminder asks lots of purposeful questions, helping children to think about their actions. As a result, children notice the different marks they make on the wall and floor and talk to the childminder about them. The childminder uses a wide range of teaching techniques, however, on occasion, she does not allow children sufficient time for independent play in order for them to become deeply involved and explore their own ideas.

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

The childminder successfully creates a homely environment for the children to enjoy. She is warm and nurturing towards the children who, as a result, are happy, content and display high levels of confidence. Children enjoy positive relationships with the childminder, further supporting children's feelings of security. The childminder places high priority on supporting children in gaining the necessary skills for a smooth transition to school. For example, children are widely independent as they set up for snack time, fetching equipment and ably cutting up their own fruit. Older children are seen tying their own shoelaces while younger children fasten their own straps. The childminder's clear high expectations of the children result in them becoming motivated and keen learners. Children enjoy lots of play outside. They engage in much physical play, using a range of skills and motions. Children learn about important healthy lifestyle issues during the everyday routine. As a result of these excellent care practices, children's physical and emotional well-being is promoted extremely well.

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

The childminder is very experienced and ensures she remains skilled by attending very regular training and updating her knowledge on early years practice. This has a great impact on children's learning and development as the childminder is able to use a range of teaching methods. The childminder monitors the progress children make through detailed tracking. This allows her to identify where children require more support as well as where outside intervention may be needed. The childminder establishes excellent partnerships with parents. Comprehensive information is shared between the childminder and parents, including observations from parents that the childminder uses to inform her planning. Partnerships with the other early years settings children attend are equally as strong. For example, the childminder shares assessment information and uses the planning from children's nurseries to complement children's learning during their time with her.

## Setting details

<b>Unique reference number</b>	314039
<b>Local authority</b>	Durham
<b>Inspection number</b>	868177
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 January 2010
<b>Telephone number</b>	

The childminder was registered in 1989 and lives in Staindrop, County Durham. She operates all year round from 8am to 6pm, Monday to Thursday, except bank holidays and family holidays.

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Piccadilly Gate  
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