

Childminder Report

Inspection date

7 July 2015

Previous inspection date

29 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		Good	2
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

- Good use is made of children's assessment information to plan appropriate challenging activities that support the children to make progress in all areas of their learning.
- The childminder gathers comprehensive information about children's learning and development from parents on entry. This helps her to promote good progress from the outset.
- Children's social skills are well supported by the childminder. They attend events, such as play sessions at the local school and other venues in the area.
- Children's good health is effectively supported. The childminder encourages them to wash their hands before eating, drink plenty of water and have regular access to the outdoor environment.
- Behaviour is good because the childminder adopts a kind, gentle approach with children to inform them of expectations within the home, such as tidying up.
- The childminder encourages children to develop their independence skills. They select their own resources, put their own clothing and shoes on, and access the toilet themselves.
- The childminder is particularly skilled at extending children's already good mathematical skills, and provides varied activities that encourage early calculation and counting.

It is not yet outstanding because:

- Children are not always able to extend their early writing skills and use resources, such as pens and pencils spontaneously as part of their play.
- Occasionally, strategies to support children's communication and thinking skills to the highest level are not always maximised.

What the setting needs to do to improve further

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

- extend opportunities for children to write and make marks as part of their imaginative play by making resources, such as pencils and paper more visible in the indoor environment
- strengthen good teaching further by ensuring that children have more time to process information and respond to questions.

Inspection activities

- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector observed play and learning activities, and spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed regulatory documentation, including evidence of suitability checks, children's details, learning journals and a sample of policies and procedures.
- The inspector discussed self-evaluation and how this is organised to drive improvements that benefit children.

Inspector

Nicola Jones

Inspection findings

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

The quality of the childminder's teaching is good, and as a result, children make good progress in their learning. She encourages children to develop skills, such as early reading. This supports them very well in readiness for school. Good support is provided for children who speak English as an additional language. The childminder attempts to learn key words and sing simple rhymes in order to support children's home language. Parents are kept well informed of the progress their children are making. They have regular access to children's learning journal files and share examples of what their children have been learning at home with the childminder. The childminder provides a wide selection of resources for children to choose from. However, some resources, such as pens and pencils are stored in kitchen cupboards. This means that they are not always visible to children and they are unable to spontaneously incorporate early writing as part of their play. The childminder uses appropriate strategies to support children's communication skills. However, occasionally she does not always allow enough time for children to think and respond when she asks them questions before being given the answer.

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

Children are welcomed into a warm, friendly home environment where their individual needs are met very well. The childminder provides high levels of care. She gathers good quality information from parents to ensure she provides continuity in children's emotional and physical needs. She uses this information well to follow children's individual routines and to meet their individual dietary requirements. Children show they are happy in the childminder's care. They enjoy sitting on her knee while listening to stories, and show motivation and confidence when exploring toys and equipment. Children's emotional well-being is supported effectively when they prepare to move into nursery or school. The childminder takes them to their new classrooms when she collects other children. This helps them to become familiar with their new surroundings and meet their school teachers.

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

The childminder has good knowledge of the Early Years Foundation Stage. She maintains a good overview of the activities she provides for children. This ensures they are matched to their interests and stages of development. Children's assessment information is regularly reviewed, which ensures they receive swift intervention, if needed. The childminder places high priority on keeping children safe. She has strong knowledge of signs and symptoms that may indicate possible abuse and knows who to contact if she has concerns about a child in her care. Good partnerships are in place with local agencies and services to keep her up to date with latest guidance. Attending training further supports the childminder's professional skills and knowledge. Self-evaluation is effective. The childminder reflects upon her service. She takes account of the views of parents and children to help her identify areas for improvement to benefit children.

Setting details

Unique reference number	953980
Local authority	Durham
Inspection number	855639
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29 March 2011
Telephone number	

The childminder was registered in 1992 and lives in Meadowfield, near Durham. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder supports a number of children who speak English as an additional language.

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