

# Childminder Report

**Inspection date**

17 August 2015

**Previous inspection date**

10 January 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 is well qualified and has a good knowledge and understanding of how children learn. She regularly attends training and continuous development opportunities, which help to enhance her teaching skills further.
- The childminder and her assistant provide good quality care in this inclusive environment. Children are happy, self-assured and self-motivated. Children develop strong and stable relationships with both the childminder and her assistant.
- The childminder plans and provides a superb range of exciting and stimulating activities. Overall, these are interesting, challenging and suitable for all age groups and abilities.
- The childminder regularly observes children and uses this information to effectively assess children's learning and development. The childminder skilfully identifies children's individual needs and interests, and any potential gaps in their development.
- The childminder and her assistant keep children safe and secure. Safeguarding procedures, including accident and medication procedures are followed robustly. Children learn to assess and manage their own risk. The childminder and assistant provide consistent teaching and good role modelling.
- Partnerships with parents and other professionals are very good. The childminder continuously liaises with parents, keeping them involved and informed at all times. Strong links with other providers and schools help support children when they move on to other settings.

**It is not yet outstanding because:**

- The childminder does not consistently encourage children to remain engaged, stay focused and persist with some activities during their play.
- The childminder is less effective in supporting children's problem-solving skills.

## What the setting needs to do to improve further

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

- encourage children to remain engaged, focus and persist for longer to help them develop their concentration skills, extending and enhancing their learning
- give children greater opportunities to think about their options and experiment with solutions to enhance their problem-solving skills.

## Inspection activities

- The inspector had a tour of the premises and observed children playing and interactions between the childminder, assistant and children.
- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector looked at a wide range of documentation and records. This included relevant policies and procedures, observations and assessments on children, accident and medication records and the childminder's self-assessment.
- The inspector viewed feedback and testimonials from parents and carers.

## Inspector

Janice Caryl

## 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. They make good progress towards the early learning goals in preparation for nursery or school. Children learn to become independent and make their own choices. They develop good social skills, manners and behaviour. Older children are given opportunities to recognise letters, numbers and an understanding of the world. The childminder provides tools and equipment to enable children to develop a range of physical skills. She encourages children to try new and different activities. The childminder offers a variety of resources to entice children and demonstrates and suggests ideas. However, as children's initial interest lapses, the childminder does not always encourage children to stay focused and persist for a little longer. This results in some missed opportunities to extend children's learning. The childminder is enthusiastic, inviting children to use their creative skills as she teaches them about planting and growing seeds. She provides good explanations and asks relevant questions, promoting good communication and language skills. However, the childminder does not always encourage children to think and find solutions to problems.

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

Children's emotional well-being is fostered well. The childminder and assistant show warmth and sensitivity, effectively settling and calming younger children when they arrive. Children are very happy, confident and self-assured as they play independently and together. Children's behaviour is exemplary. The childminder teaches children to understand rules and boundaries. Children develop positive relationships and learn to respect others. The childminder provides healthy, balanced and nutritious meals and snacks. She ensures that children benefit from regular fresh air and exercise, promoting effective physical well-being. Younger children develop coordination, control and balance, practising their skills with support and encouragement. Older children have opportunities to develop their hand-to-eye coordination through a range of activities and games that encourage them to use smaller tools and apparatus.

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

The childminder and assistant fully understand their responsibilities with regard to implementing the requirements of the Early Years Foundation Stage. The childminder is passionate about maintaining high standards. She continually strives for improvement, identifying her strengths and areas to further develop. She effectively liaises and consults with her assistant, parents and children to receive constructive feedback. Parents have good opportunities to view their children's progress in their learning and development. They are invited to contribute and share experiences from home to aid continuity in learning. The childminder provides good support to her assistant. Regular supervisions, appraisals and training opportunities mean that effective teamwork is established.

## Setting details

<b>Unique reference number</b>	EY416495
<b>Local authority</b>	Durham
<b>Inspection number</b>	851728
<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>	10 January 2011
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Consett, County Durham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. The childminder has a relevant qualification at level 3. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

