

Childminder Report

Inspection date

28 August 2015

Previous inspection date

4 May 2010

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

- All children make good progress from their starting points. Teaching is good and the childminder is pro-active in accessing training. This extends her knowledge and understanding of how children learn and develop which improves her practice.
- The childminder works with parents to offer flexibility when children start in the setting. She takes time getting to know children and follows the care patterns they have at home which help them settle well. Good communication with parents ensures that continuity of care is well supported.
- Children are clearly very comfortable and enjoy spending time in the setting. They have close relationships with the childminder and are physically and emotionally secure in her care.
- Children have daily access to a safe outdoor space and go on many outings in the local community. They learn about the importance of exercise, having a balanced diet and how to live a healthy lifestyle.
- The childminder is consistent and has high expectations of children. She helps children understand how rules and routines create a happy, safe environment for everyone. Children respond well to this and behaviour is very good.
- Children learn the skills they need to be ready for school. The childminder helps them feel confident and self-assured as they move on from the setting.

It is not yet outstanding because:

- Occasionally, children are not supported to extend their vocabulary as they play.
- Opportunities for children to access a highly stimulating range of learning outdoors are not yet fully extended.

What the setting needs to do to improve further

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

- model language consistently to help children develop an even wider range of vocabulary to support their communication and language skills
- provide highly stimulating opportunities for children to experience an even richer quality of learning outdoors.

Inspection activities

- The inspector viewed all areas of the setting used for childminding.
- The inspector viewed a sample of documentation, including health and safety policies and procedures, children's records, learning journals, and planning and assessment files.
- The inspector observed children and assessed the quality of teaching.
- The inspector completed a joint observation with the childminder.
- The inspector discussed with the childminder how she evaluates her practice and plans for continuous improvement.

Inspector

Julia Matthew

Inspection findings

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

The childminder understands the importance of getting to know children well when they start in the setting. Parents provide detailed information about their children's character, interests, likes and dislikes. The childminder uses this, alongside assessments, to plan children's next steps in learning. She tailors the environment and her practice to children's stages of development and changing needs. Resources are well organised and children are keen to explore and investigate their surroundings. The childminder encourages children to extend their understanding by trying new experiences. This helps them to develop motivation and a love for learning. The childminder is sensitive to children's needs. Children who need a quiet moment gather around the childminder as she reads an interactive story to them. Generally, children are very well supported to develop skills across all areas of learning. The environment is print rich and children are encouraged to be verbal and share their ideas. However, occasionally the youngest children are not introduced to new words which link to their play and develop their vocabulary further.

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

The childminder provides an environment which reflects children's individual needs. Colourful displays support and celebrate children's learning, interests and families. This helps children feel a sense of belonging and they often refer to displays when playing. Children are encouraged to develop independence. They freely access toys, equipment and resources as they engage in long periods of uninterrupted play. The childminder promotes problem solving and helps children develop resilience and determination. However, she is always close by to offer help if needed and to keep children safe. The childminder makes sure that children understand dangers in the setting and on outings. This helps them begin to assess risks for themselves. The childminder works well in partnership with parents, schools and settings that children attend. Information is shared effectively to support consistency and continuity of care and learning. Overall, children have good opportunities to experience all seven areas of learning in the setting. However, there is scope to provide a greater range of experiences outdoors to consolidate and extend children's learning.

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

The well qualified childminder has a good knowledge of the Early Years Foundation Stage. She has a good understanding of what action to take if she has concerns about a child's welfare or development. Risk assessment alongside a wide range of health and safety policies and effective practice help to keep children safe. The childminder is reflective and values the views of children and parents when planning for development. Observation, assessment and planning systems are good and children's progress is closely monitored. This helps to ensure that gaps in learning are addressed and external support is sought for children who need it. The childminder is committed to working with parents and professionals to meet children's needs and help them to make good progress.

Setting details

Unique reference number	EY345261
Local authority	Durham
Inspection number	857325
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 6
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	4 May 2010
Telephone number	

The childminder was registered in 2007 and lives in Bridgehill, Consett. She holds an early years qualification at level 3. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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