

Childminder Report

Inspection date

30 September 2015

Previous inspection date

11 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder provides a range of stimulating activities to promote children's progress and development across the seven areas of learning. This helps children to be motivated and deeply involved in their learning.
- The childminder welcomes children into her home, where they develop very good relationships with her and other family members.
- The childminder has a very good relationship with other schools and nurseries. They share information about planning and assessment, which enables them to work effectively together.
- Children play in a highly stimulating environment, which is set up to reflect their emerging interests effectively.
- The childminder demonstrates a good capacity to improve the service she provides. She seeks the views of parents and children regularly to help her identify areas for further development. This supports her to drive improvements and promote good outcomes for children.

It is not yet outstanding because:

- Although children are making good progress in their learning and development, there are times when the childminder is too eager to provide solutions when children might benefit from more time to solve their own problems.

What the setting needs to do to improve further

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

- provide and extend opportunities for children to solve their own problems.

Inspection activities

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

Inspector

Elizabeth Fish

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust understanding of the procedures to follow should she have a concern about the welfare of a child in her care. In addition, thorough risk assessments ensure that the property is safe. The childminder understands and implements the requirements of the Early Years Foundation Stage well. She monitors children's progress effectively and quickly identifies where further support may be needed. She demonstrates a strong commitment to working with other agencies, in order to support the children in her care. She is committed to her own professional development and attends training. This helps to develop her knowledge and strengthens her capacity to improve.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder interacts with children and extends their play. Good procedures are in place to observe and assess children's learning. The childminder uses information gathered effectively to plan interesting and challenging activities that help children to make good progress. Children are motivated to learn. For example, younger children are deeply involved as they learn how to fit pasta into a bottle. Good demonstrations help children refine their skills further. Regular sharing of information about children's achievements with parents ensures they are kept updated with the progress their children are making. The childminder supports children's communication and language skills effectively. She talks to the children constantly and uses simple sentences to help them to extend their language.

Personal development, behaviour and welfare are good

Children play in a clean, safe and welcoming environment where they are confident and motivated to learn. The childminder helps children to play alongside others and share their resources. She helps younger children to understand that other children want to use the same equipment as them. The childminder supports children's emotional well-being effectively. Good quality information is gathered from parents regarding children's welfare on entry to her setting. This means children's physical needs are effectively managed, including their sleep routines. Effective settling-in procedures are in place and the childminder supports children's emotional needs well when they first start attending. She supports children's transitions to school effectively. She visits schools with the children and shares detailed information about their learning, their likes and dislikes and any friendships. This helps children to settle into school quickly.

Outcomes for children are good

Children make good progress in their learning. The quality of teaching is consistently strong. The childminder plans a range of activities that build on children's next steps effectively. Children gain a good range of skills in readiness for the move on to school. They develop their early mark-making skills and use counting within their play.

Setting details

Unique reference number	EY320947
Local authority	Durham
Inspection number	849096
Type of provision	Childminder
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	11 November 2009
Telephone number	

The childminder was registered in 2006 and lives in Spennymoor, County Durham. She operates all year round from 7am to 5pm, Monday to Friday, except bank holidays and family holidays. She holds a National Vocational Qualification at level 3.

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