

Childminder Report

Inspection date

11 March 2016

Previous inspection date

15 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 works together with her co-childminder to evaluate and improve their practice. This has led to marked improvements since the last inspection and contributes towards her continued capacity to build on her good standards of care and education.
- The childminder is qualified and continues with her professional development. This helps to build on the already good quality of teaching she demonstrates.
- The childminder works closely and effectively with parents. They feel involved in their children's learning and contribute to assessments. This helps to provide consistency and further support children's learning.
- The childminder makes accurate observations of what children already know and can do. She identifies what children need to learn next and plans activities to support them to make good progress in their learning.
- The childminder offers children lots of encouragement and praise as they play. This helps to promote their self-esteem and they develop a sense of achievement and pride.

It is not yet outstanding because:

- Sometimes, the childminder does not provide suitable challenges when planning activities for more-able children that support them to make the best possible progress.
- The childminder has not fully established partnerships with other settings that children attend. Occasionally, she does not share information about children's learning and development with them.
- Sometimes, the childminder does not teach older children the correct letter sounds when helping them to read simple words.

What the setting needs to do to improve further

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

- provide the most-able children with even more challenging activities to encourage them to make the best possible progress
- strengthen partnerships with other settings and share more information that provides a continuous approach to children's learning and supports them to make even better progress
- support children's developing reading skills even more effectively by consistently encouraging them to use letter sounds correctly.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability of people living and working on the premises.
- The inspector looked at written feedback from parents during the inspection and took account of their views.

Inspector
Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her co-childminder work together effectively. They share ideas and offer support and feedback to each other. This helps the childminder to build on her high-quality practice. Arrangements for safeguarding are effective. The childminder attends training and regularly updates her policies and procedures to help her protect children. She clearly understands what to do if she has a concern about a child's welfare. The childminder assesses children's progress regularly, including a progress check between the age of two and three years. This helps her to identify their strengths and any areas of development where they may need more support. She plans an effective programme of activities that promotes children's continued learning across all areas of development.

Quality of teaching, learning and assessment is good

The childminder understands the different ways in which young children learn and provides effective activities that appeal to their interests. Children enjoy their learning and are keen to join in activities. The childminder responds to children's needs, follows their lead, and extends their ideas during play. For example, she supports children as they choose to form letter shapes with bricks rather than using them to build. The childminder interacts positively with children during their play. She listens carefully and asks skilful questions that encourage children to think and express their ideas. This helps to support their developing language skills. The childminder plans opportunities to teach children new skills. For example, children learn to count, sort and compare sizes and shapes as they take part in a threading activity with wooden beads. This helps to promote their progress in mathematics.

Personal development, behaviour and welfare are good

The childminder knows the children in her care well and meets their individual needs effectively. Children form trusting relationships with her and they feel important and special. The childminder has a calm approach and sensitively supports children to understand the needs and feelings of others. She models good manners and treats the children with respect, which contributes to the good behaviour they demonstrate. Children enjoy healthy meals and snacks. They get lots of fresh air and exercise and learn good hygiene habits, such as washing their hands before eating. This supports children to develop an understanding of the importance of staying safe and healthy. It also helps to promote their physical health and well-being. The childminder encourages children to manage their own needs, such as putting on and removing clothing, and to help with jobs, such as tidying up. This contributes to children's growing levels of independence.

Outcomes for children are good

The childminder supports children to persevere at activities and they develop a positive and inquisitive approach. They learn to concentrate, pay attention, and solve simple problems independently. Older children learn key skills, such as early mathematics and literacy skills. This helps to prepare them for later learning in school. All children make good progress based on their individual abilities. They all reach typical levels of development expected for their age and some children exceed these.

Setting details

Unique reference number	EY378606
Local authority	Durham
Inspection number	1036915
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	15 October 2012
Telephone number	

The childminder was registered in 2008. She works alongside a co-childminder and operates from the home of the co-childminder in Newton Aycliffe. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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