

# Childminder Report

**Inspection date**

11 March 2016

Previous inspection date

15 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 very experienced. She identifies and benefits from opportunities for continued professional development which build upon all aspects of her practice.
- The childminder makes good use of planned outings and visits to extend children's experiences and promote their development. They learn about their local community, the wider world and about the similarity and differences between themselves and others.
- The childminder provides a good range of activities that are based on the next steps in children's learning and appeal to their interests. This supports them to make good progress in all areas of development.
- Children know what is expected of them and respond well to the childminder's fair and consistent approach to managing their behaviour. She has very high expectations which contribute to the positive behaviour that children demonstrate.

**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 spoke to a small number of parents and looked at written feedback from other 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 offers support and feedback to each other. This helps the childminder to enhance her already high-quality practice. Arrangements for safeguarding are effective. The childminder is committed to promoting the safety and well-being of children. She has a secure understanding of procedures to follow if she has a concern about a child. She also knows what action she should take if an allegation were made against herself or her co-childminder. The childminder assesses children's progress regularly which helps her to identify areas of learning where children need further support. She then plans activities to develop their skills to support them to catch up in their learning.

### Quality of teaching, learning and assessment is good

The childminder has a good knowledge of the learning needs and abilities of the children in her care. She makes accurate observations and checks their achievements regularly. She then, generally, plans effective activities that appeal to their interests and are based on the next steps in their development. This supports children to make progress across all areas of learning. Children develop a love of books and stories and the childminder reads to them with enthusiasm. For example, she engages children's attention well through the effective use of props. They join in animatedly with songs and stories with a well loved puppet named Bob. Overall, this helps to promote children's developing language and communication and early literacy skills effectively. Parents are encouraged to contribute to assessments, including the progress check at age two to three years. This helps to provide a consistent approach to children's learning and further supports their all-round progress.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment and makes effective use of the space available. Children demonstrate that they feel comfortable and safe as they move with confidence around her home. The childminder displays children's work and photographs which helps to give them a sense of belonging. They build trusting relationships with the childminder which support their emotional well-being. Children get lots of fresh air and learn the importance of exercise. This helps to promote their health and physical well-being. The childminder teaches them about risks and how to keep themselves safe. For example, she talks to them about how to cross roads safely when out and about. The childminder has high expectations of children's developing independence. For example, she encourages them to take responsibility for their belongings and supports them to meet their own care needs, such as toileting and washing hands.

### Outcomes for children are good

The childminder teaches children key skills in mathematics and literacy. For example they explore shapes, colours and numbers as they work together to solve simple puzzles. Children learn to pay attention and concentrate for increasingly longer periods. They join in activities with enthusiasm and develop a positive attitude towards learning that helps to prepare them for later learning in school. All children make good progress and all reach typical levels of development expected for their age.

## Setting details

<b>Unique reference number</b>	313795
<b>Local authority</b>	Durham
<b>Inspection number</b>	1037020
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 October 2012
<b>Telephone number</b>	

The childminder was registered in 1997. She works alongside a co-childminder in her home in Newton Aycliffe. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

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

