

# Childminder Report

**Inspection date**

5 May 2016

Previous inspection date

25 July 2012

<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
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's teaching is strong. She uses a wide range of teaching strategies to meet the individual needs and learning styles of each child in her care. All children progress well.
- The childminder has developed strong partnerships with parents and other professionals to ensure that children's needs are effectively met. Parents feel well informed and know how to support children's learning at home.
- The childminder is reflective and evaluative. She is committed to improving her practice, knowledge and understanding, and she accesses a range of professional development opportunities. This has a positive impact and improves outcomes for children.
- Children behave extremely well. They are considerate of the environment and each other, and they learn to share and take turns. The childminder has high expectations of all children and is an excellent role model.
- The childminder occasionally works with an assistant. They have both completed first-aid training. She ensures that her assistant is well informed and understands his duty to promote children's learning, welfare and well-being.

### It is not yet outstanding because:

- The childminder has not yet fully extended opportunities to gather information about children's learning and attainment when they start in the setting.
- Although relationships with local schools are good, the childminder has not yet fully established systems for information sharing when children start school.

## What the setting needs to do to improve further

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

- extend opportunities for parents to share information about children's learning and attainment to help them make the best possible progress as soon as they start in the setting
- exchange information about children's learning more effectively with teachers to establish a consistent approach in supporting children's ongoing progress well when they start school.

### Inspection activities

- The inspector viewed the areas of the setting used for childminding.
- The inspector undertook a joint observation with the childminder.
- The inspector observed children playing and assessed the quality of teaching and learning.
- The inspector viewed a range of documentation including children's records, health and safety policies and procedures, self-evaluation records, observation, assessment and planning records, and suitability checks.
- The inspector took into account the views of parents.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works in an effective partnership with her assistant to ensure children's needs are met. The arrangements for safeguarding are effective. The childminder implements a range of robust health and safety policies and procedures and uses risk assessments to help minimise hazards. She demonstrates a very good understanding of what to do if she has a concern about a child's welfare or development. The childminder understands the importance of tracking children's progress over time. She closely monitors their achievements to highlight any gaps in learning and identify where they need more challenge, which she plans for well. If children have specific needs, the childminder works with parents and is quick to engage the help of other professionals. This early intervention helps to improve outcomes for children.

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

The childminder is highly qualified and experienced. She has an excellent understanding of child development and how children learn. Children are extremely well supported to develop a love for books and reading. The childminder uses exciting stories to ignite their interests and engage them in a wide range of activities. For example, an African-inspired story leads to work about tropical fruits and jungle animals. Baskets of resources reflect the story and children excitedly access these as they play. Communication and language development are given high priority. The childminder uses rich language to extend children's understanding. They chat confidently to her as they play, explaining their decision making and asking and answering questions. The childminder shares children's progress and celebrates their achievements with parents. This helps children feel valued and parents thoroughly enjoy accessing children's detailed learning journals.

### Personal development, behaviour and welfare are good

The childminder knows the children in her care very well. She is kind, considerate and sensitive to their individual needs and they are clearly happy and feel secure. The environment is comfortable and well organised. Resources, toys and equipment are high quality and match children's developmental needs. Children are encouraged to gain independence. For example, they pour their own drinks and cut up fruit at snack time. Furthermore, the childminder encourages them to persevere when faced with challenges, rather than immediately stepping in to help them. However, she recognises when they are struggling and is quick to offer her support. The childminder helps children learn how to stay safe and healthy. They have regular fresh air and exercise in the garden and on outings. Children are well supported when they start in the setting and the childminder is very flexible in her practice to meet their needs. Parents value this and work with the childminder to ensure there is continuity of care between home and the setting.

### Outcomes for children are good

Children make at least good progress across all areas of learning. They are active learners who enthusiastically lead the direction of their play. They are keen to try new activities, they engage for long periods and thoroughly enjoy testing out their ideas through role play. These skills help them cope well with school or the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY442519
<b>Local authority</b>	Durham
<b>Inspection number</b>	1042047
<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>	2 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 July 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Tow Law, Durham. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

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