

Childminder Report

Inspection date

12 May 2016

Previous inspection date

20 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Since the last inspection, the childminder has successfully addressed all the actions and recommendations. She has attended training to help improve her knowledge of safeguarding procedures. She demonstrates a good level of understanding of how to use observations to assess children's progress, and plan challenging activities to extend their learning further.
- The childminder has created an inviting and stimulating environment. She has a wide selection of quality toys and play materials. Children eagerly explore their surroundings, select resources independently and make decisions about their play.
- The childminder works closely with other settings that children attend. This helps to ensure continuity in children's learning.
- The childminder has positive partnerships with parents. She gathers information from parents about what children can do when they start the setting. She ensures that her settling-in arrangements are flexible, and meet children's individual needs. Children are relaxed and emotionally secure in the childminder's home.
- Children's behaviour is good. The childminder has high expectations of children and offers clear routines and boundaries.

It is not yet outstanding because:

- The childminder's professional development is not specifically focused on developing her good teaching skills to an even higher level.
- Although the childminder gathers information initially from parents, she does not consistently encourage parents to regularly contribute further information about their children's achievements and current interests at home. This means she is not able to fully complement their learning.

What the setting needs to do to improve further

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

- focus the programme of professional development more precisely to raise the quality of teaching to an even higher level
- develop further ways of gathering ongoing information from parents about their children's learning at home, and use this to consolidate and extend children's learning through their wider experiences.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of family members.
- The inspector viewed all parts of the childminder's home used for childminding.

Inspector

Julie Campbell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of how to keep children safe and knows the procedures to follow if she has any safeguarding concerns. She carries out visual checks on the environment to ensure the premises are safe and secure for children. She uses her knowledge well to observe, plan and monitor children's progress accurately. This means that she can effectively identify where children have gaps in their learning and provide activities to help support them. The childminder successfully reflects on the service she provides and identifies the strengths and weaknesses of her setting. She uses this information to continually make improvements to her setting and raise the outcomes for children. Parents comment that they are very happy with the care provided for their children by the childminder.

Quality of teaching, learning and assessment is good

The quality of the childminder's teaching is good. She knows the children well and uses regular observations effectively to assess their progress and to plan a wide range of exciting activities. Children use their imaginations well while playing with dolls. The childminder follows the children's lead and effectively supports their play. For example, when children decide they want to wash the doll, she helps them to get water and cloths. The childminder uses effective strategies to develop children's speech. She asks purposeful questions that support their speaking and thinking skills, contributing to the good progress they make in their language and communication skills. Children have a variety of opportunities that develops their mathematical skills as they count and measure during their play. Children show very high levels of self-control and concentration during activities.

Personal development, behaviour and welfare are good

Children play in a warm and welcoming, relaxed environment. The childminder is polite and respectful to children, encouraging them to use good manners. She is kind and caring and offers constant support, guidance and reassurance for children. Children form strong attachments with her. Children's good health and understanding of safety are effectively promoted. They are provided with healthy snacks and have regular opportunities to be active and engage in physical play, both in the childminder's garden and on outings, learning and understanding how to manage risks. Children are well supported to follow good hygiene routines and their personal care needs are well met. Children have access to resources that reflect diversity. This contributes to children's understanding of the wider world.

Outcomes for children are good

Children are making good progress in all areas of learning. They learn to be independent as they contribute to daily routines and make choices about everyday activities. They are keen, confident and motivated to learn. Children listen, offer suggestions and concentrate well, becoming engrossed for long periods of time. They are sociable, value the views of others and learn to play cooperatively together. This helps children to develop the key skills needed for their next stage in learning, including school.

Setting details

Unique reference number	550092
Local authority	Durham
Inspection number	1043430
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20 January 2014
Telephone number	

The childminder was registered in 2001 and lives in Chester-le-Street, County Durham. She operates all year round from 8am to 6pm, Monday to Saturday, except bank holidays and family holidays.

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