

# Childminder Report

**Inspection date**

1 July 2016

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 gathers information about children's learning through good quality observations. She uses this effectively to plan suitably challenging activities indoors, which focus on children's individual next steps. Children make good progress across all areas of learning.
- The childminder helps children to develop the key skills they need for their eventual move to school. Young children listen intently to stories and begin to use basic mathematical language in their play.
- Children form secure attachments with the childminder. She is an excellent role model and manages children's behaviour very positively. This has a positive impact on children's emotional well-being and demonstrates that they feel safe in her care.
- The childminder understands the importance of partnership working to promote continuity for children. She has developed effective relationships with other professionals, such as health visitors and actively includes parents in their children's development.
- The childminder is committed to providing good quality care and has high expectations of children. She is dedicated to making continual improvements to her practice and gathers feedback from parents to contribute to her evaluations.

**It is not yet outstanding because:**

- The childminder does not give the same consideration to thoughtful planning of the outdoor environment as she does to inside. This means that children who prefer to learn outdoors do not always benefit from the same stimulating learning experiences.

## What the setting needs to do to improve further

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

- strengthen the planning for activities in the outdoor environment in order to help children who prefer to learn outside have the same level of stimulating experiences as provided indoors.

### 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 learning profiles for children, the childminder's self-evaluation, and evidence of the childminder's suitability to work with children.
- The inspector obtained written and verbal feedback from parents and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder demonstrates a good understanding of the early years foundation stage requirements. She has effective ways to monitor children's progress and is confident to discuss any concerns about children with parents and other professionals. This enables her to quickly access further support for children where appropriate. The childminder regularly reflects on her practice and has accessed a range of training courses that develops her skills to work with children. For example, she has updated her first-aid certificate and completed training which helps her to identify vulnerable children and families. This helps to keep children safe. The arrangements for safeguarding are effective. The childminder has robust procedures in place to assess and minimise risks to children. The childminder is confident to record and report any concerns about children's welfare. She regularly practises fire drills with children, which helps them to know what to do in an emergency.

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

The childminder understands how children learn through play and exploration. She helps them to make good progress towards their individual goals and plans activities based on their interests. Children show they enjoy their experiences and have pride in their achievements. For example, the childminder prepares a fruit tasting activity following a storytelling session. Children thoroughly enjoy trying the fruits and the childminder models words to help them describe textures and flavours. Children develop their vocabulary and an understanding of the world around them, as they talk about where different fruits come from. The childminder shares assessments of children's progress with their parents and other professionals, including the progress check for children aged between two and three years. Parents are really happy with the progress their children make, particularly with their self-confidence and communication skills.

### Personal development, behaviour and welfare are good

The childminder helps children to develop an awareness of how to be safe and live a healthy lifestyle. For example, she teaches children about the importance of exercise and reminds children to take extra care when cutting their fruit with safety knives. Children enjoy taking trips out of the setting and develop their physical skills as they walk, run and practise jumping in the puddles. Children benefit from a range of home-cooked meals for lunch and fruit for snacks. The childminder shows genuine care for children and helps them to be considerate, kind and well mannered. Children's behaviour is exceptionally good for their age and they can manage turn taking with minimal support. The childminder encourages children to begin to develop independence. For example, she asks them to try and put on their own shoes and coats before going outdoors.

### Outcomes for children are good

Children are making good progress in relation to their starting points and are working within the stages of development typical for their age. Children are developing excellent personal, social and emotional skills. They are keen to join in activities and try new experiences.

## Setting details

<b>Unique reference number</b>	EY473283
<b>Local authority</b>	Durham
<b>Inspection number</b>	968546
<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 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2014 and lives in Seaham. She operates all year round from 7am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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 2016

