

Childminder Report

Inspection date

13 July 2016

Previous inspection date

19 May 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

- The childminder has successfully addressed actions and recommendations raised in her last inspection and shows continued commitment to building on her practice. She regularly reviews her provision alongside parents and her assistants, and makes plans for future developments.
- The quality of teaching is good. The childminder observes children at play and accurately assesses their progress. This helps her to identify what they need to learn next. She plans activities that build on children's current abilities and promote their continued development.
- The childminder and parents share information about children's progress. Parents welcome ideas and borrow resources from the childminder. This helps them to support children's learning at home and extend the learning that happens in the setting.
- The childminder has a very calm approach to managing children's behaviour and sensitively supports them when they become frustrated. This helps children to learn to manage their feelings and contributes to the good behaviour they demonstrate.
- Children make consistently good rates of progress in their learning. The childminder is swift to identify areas where children need extra support. She plans activities to address these needs and support children to make faster progress.

It is not yet outstanding because:

- Although, the childminder has begun to introduce arrangements for supervision and support to her assistants, these are not yet fully embedded and are not yet showing an impact on the quality of teaching.
- At times, distractions in the environment hinder children's ability to develop their listening and attention skills, and concentration during activities.

What the setting needs to do to improve further

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

- develop and strengthen arrangements for the support and supervision of assistants that help to build on the good quality of teaching
- reduce distractions in the environment and support children to develop their listening, attention and concentration skills to the highest levels.

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 held a meeting with the childminder. She 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 is committed to building upon her skills and knowledge. For example, she attends training courses and seeks advice from other professionals. The arrangements for safeguarding are effective. The childminder has a good knowledge of how to protect children from harm. She knows what action to take if she has a concern about a child in her care. She completes regular checks of the areas of her home accessed by children, and considers any possible risks before taking them on outings. This helps to ensure children are kept safe while in her care. Partnerships with other settings that children attend are well established. There is an effective two-way system to share information about children's development and achievements. This helps to make children's experiences consistent and supports them to make good progress.

Quality of teaching, learning and assessment is good

The childminder plans an effective balance of planned activities and opportunities for children to lead their own play. She incorporates their ideas into games and activities, and provides resources that appeal to their interests. This helps children to engage effectively in their learning. The childminder is very attentive and talks to children as they play. She offers suggestions, and overall, gives children lots of time to think and respond to her skilful questions. This helps to promote children's developing language and communication skills effectively. The childminder provides lots of opportunities for children to develop their creative skills. For example, they enjoy exploring a range of textures and materials the childminder provides. They compare loud and quiet sounds and explore the way items roll and connect together.

Personal development, behaviour and welfare are good

The childminder has a nurturing approach and children form strong bonds with her. This helps to support children's emotional well-being effectively. They are happy and confident and feel safe and secure in the childminder's care. She offers children lots of praise and reassurance. This contributes to the high levels of self-esteem and pride that they demonstrate. The childminder encourages children to share, take turns and consider the feelings of others. Children show empathy from a young age and develop friendships with their peers. Children frequently take part in outdoor activities and they get lots of fresh air and exercise. This helps to promote their physical health and well-being. The childminder encourages children to complete simple tasks and meet their own self-care needs. This helps to promote their independence and prepare them for when they start school.

Outcomes for children are good

All children achieve well and most are working within the range of development typical for their age. Those who need extra support with any aspect of their learning catch up quickly. Children become confident learners, as they select activities and develop their own ideas during play. They demonstrate a positive attitude and enthusiasm for learning. They also learn key skills in mathematics and literacy, which helps to prepare them for more formal learning later in school.

Setting details

Unique reference number	EY423473
Local authority	Durham
Inspection number	1043852
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	18
Number of children on roll	13
Name of registered person	
Date of previous inspection	19 May 2014
Telephone number	

The childminder was registered in 2011 and lives in Consett, County Durham. She operates all year round from 6.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder employs two childcare assistants.

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