

# Childminder Report

**Inspection date**

27 July 2016

Previous inspection date

20 November 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 made many positive developments since her last inspection. She has developed how she uses observations so that planning is more precisely based on children's next steps in learning.
- The childminder places a high priority on talking and listening to children. She skilfully models language and introduces new words. This helps children make good progress in their communication skills.
- The childminding areas are inviting and safe. There is a wide selection of high-quality toys and play materials. These are clearly labelled to enable children to select resources and make independent choices.
- The childminder is consistent in the way she manages children's behaviour. She supports children to understand what is acceptable behaviour.
- Children are settled and confident in the setting. The childminder has created a family atmosphere where children are learning to respect and celebrate each other's differences. This has a positive effect on children's emotional well-being and they feel secure in her care.
- The childminder establishes good partnerships with parents. Overall, she gathers vital information from them about what children can do when they start at the setting.

**It is not yet outstanding because:**

- Although the childminder gathers initial information from parents, she has not fully developed opportunities for them to contribute to their children's learning.
- Sometimes, the childminder offers solutions and guidance to children instead of using ways to help them think how to solve their own problems.

## What the setting needs to do to improve further

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

- develop more opportunities for parents to be involved in and contribute to their children's learning
- enhance ways of challenging children even further that help them think and solve problems for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as the childminder's policies and procedures and evidence of the suitability of family members.
- The inspector completed a joint observation with the childminder.
- The inspector viewed all areas accessed by children.

### Inspector

Julie Campbell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of how to protect children from harm. She knows what to do should she have any concerns regarding a child's welfare. The childminder has effective partnerships with other settings that children attend. She ensures there is a purposeful exchange of information to support consistency in children's care and learning. The childminder implements a good range of policies and procedures to help promote children's health and safety. She completes thorough risk assessments and carries out daily checks of all areas that are accessed by children. The childminder reflects on the service she provides. She regularly evaluates the strengths and weaknesses of her setting to identify ongoing improvements. The childminder is committed to her own professional development. She identifies and attends relevant training to keep her knowledge and skills up to date.

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

The childminder knows the children well. She observes children and accurately assesses their progress. This helps her to identify what they need to learn next. She plans activities and uses children's individual interests to motivate them and promote their development. Children especially enjoy art and craft activities, such as gluing and sticking with sequins and glitter. Children demonstrate good control when using tools and equipment. For example, they enjoy snipping at paper with scissors and making marks with pencils. They take particular care drawing people, talking confidently with the childminder about body parts. Children are very proud of what they create. Children thoroughly enjoy imaginative play. For example, they dress up, gather plates and food and make a picnic for the childminder.

### Personal development, behaviour and welfare are good

The childminder spends time getting to know children when they start in the setting. Visits are flexible to meet children's individual needs. Overall, the childminder supports children's developing independence very well. For example, children help to set the table for snack time and select their own activities and resources. This helps to prepare them for when they start school. Children receive lots of praise and reassurance from the childminder for their achievements. This helps to promote their positive self-esteem and well-being. Children have many opportunities to be active and engage in physical play. They spend a good amount of time in the outdoor area and at the park where they get lots of fresh air and physical exercise. The childminder takes children to regular playgroups where they play with other children. This helps to develop their social skills.

### Outcomes for children are good

Children are progressing well and working within the range of development typical for their age. They enjoy positive relationships with the childminder and with each other. Children are developing firm friendships as they learn to negotiate and cooperate with each other. Children's confidence is growing and they are developing a wide range of skills needed for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	EY463838
<b>Local authority</b>	Durham
<b>Inspection number</b>	1043464
<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>	4 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 November 2013
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Spennymoor, County Durham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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