

Childminder Report

Inspection date

27 July 2016

Previous inspection date

5 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 is skilled at following children's lead in their learning. She enhances their play with consistently good teaching that meets their individual needs. Children are enthusiastic and engaged in their activities.
- The childminder accurately tracks and monitors the progress children make across all areas of learning. She uses this information effectively to plan for the next steps in their development. This helps them to make good progress.
- Children have secure emotional attachments to the childminder. She is responsive, kind and caring towards them and has effective ways to help them settle in. This has a positive impact on their emotional well-being.
- The childminder is a good role model for children. She encourages them to develop respect for themselves and for others. Children are very well behaved, polite and are able to share resources without any support.
- The childminder demonstrates commitment to providing good standards of care and learning for children. She has high expectations for children, she is enthusiastic about their achievements and shows genuine care for their emotional well-being.

It is not yet outstanding because:

- The childminder does not always gather detailed information from parents about children's ongoing achievements or provide a wide enough range of opportunities for them to be actively involved in their child's learning.
- There is scope for the childminder to reflect and evaluate even more to determine how well her setting meets the needs of the children who attend and identify any areas for future development.

What the setting needs to do to improve further

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

- help all parents to become even more engaged and involved in their children's learning and extend opportunities for them to share children's achievements from home
- enhance the ways to reflect on how well the setting meets the needs of families who attend and identify any areas for development.

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

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the childminder has developed ways to share information with other settings children attend. This helps to promote continuity of learning for children and has successfully addressed the previous recommendation that was raised. The arrangements for safeguarding are effective. The childminder is confident to identify, record and report concerns about children's welfare. There are robust risk assessments in place to help to minimise risks to children and fire drills are carried out regularly. The childminder has attended first-aid training and has procedures in place to deal with medical emergencies. This helps to keep children safe. Parents have left positive written feedback for the childminder and are very happy with all aspects of the service.

Quality of teaching, learning and assessment is good

The childminder has a thorough understanding of child development and recognises that young children learn through play. She has an appropriate balance of child-led activities and encourages children to be active learners. This helps them to be enthusiastic and persevere to develop new skills. For example, children begin to play imaginatively with the small toy house and people. The childminder helps them to develop their language by asking questions and modelling new words. She responds well when children point to the beads and threading resources, supporting them to develop their small-physical skills and grip to help them learn to write. The childminder uses information from her observations of children to inform precise assessments of their progress. This contributes to the good progress they make across all areas of learning.

Personal development, behaviour and welfare are good

The childminder provides stimulating, safe and interesting environments for children. They access resources for themselves and develop good levels of independence and self-confidence. Children develop a range of physical skills and, particularly, enjoy being outdoors. For example, they run around excitedly on the grass and show increasing control as they kick and throw balls. The childminder is sensitive towards children and helps them to be emotionally ready for the next stage in their development, such as starting to use the toilet. Children develop an understanding of what contributes to a healthy lifestyle. For example, they enjoy fresh fruit for snack and have access to fresh drinking water at all times. The childminder helps children to learn how to keep themselves safe. She talks to them about the importance of wearing hats in the sun and being safe outdoors.

Outcomes for children are good

Children make good progress in relation to their starting points and are working within the stages of development that are typical for their age. They show readiness for school as they develop an understanding of basic literacy and numeracy concepts from an early age. Children have very good social skills and show confidence in their own ability.

Setting details

Unique reference number	EY275834
Local authority	Durham
Inspection number	856157
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	5 May 2011
Telephone number	

The childminder was registered in 2003 and lives in Fishburn. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. 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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

