

# Childminder Report

**Inspection date**

10 August 2016

Previous inspection date

13 January 2015

<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 worked hard to successfully address the actions and recommendations raised at the previous inspection, making many improvements. For example, she has developed how she uses observations so that planning is more precisely based on children's interests and next steps in learning.
- Partnerships with parents are strong. They are involved in establishing where children are in their learning and development when they first start at the setting. The childminder keeps parents regularly informed about children's achievements through discussions and progress summaries.
- The childminder promotes children's good behaviour and has consistent and fair rules and boundaries. She gives them lots of praise and encouragement. Children learn to share, take turns and develop tolerance and respect for others.
- Good use is made of community facilities and venues to provide children with a wide range of exciting and interesting learning experiences.
- The childminder shares high-quality information about children's interests and development with other settings that they attend. This helps to support continuity in children's learning and contributes to the good progress they are making.

### It is not yet outstanding because:

- The childminder has not yet fully explored further ways to enhance her programme of continuous professional development, in order to extend her teaching skills and knowledge to an even higher level.
- The childminder does not yet capture the views of children when identifying further priorities for improvement.

## What the setting needs to do to improve further

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

- extend the programme of professional development and focus more precisely on key areas of practice to improve teaching even further
- improve the good evaluation of practice and include the views and suggestions of children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector reviewed relevant documentation, including children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adult household members.
- The inspector took account of parents' written comments.

### Inspector

Karen Tervit

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is knowledgeable about the possible signs and symptoms of abuse or neglect. She has a good understanding of the procedures that she must implement to help safeguard children. The childminder completes thorough risk assessments and carries out daily checks of all areas that are accessed by children. Overall, she reflects well on the service she provides, regularly evaluating the strengths and weaknesses of her setting to identify ongoing improvements. Parents' responses to questionnaires demonstrate that she is highly regarded by them. The childminder monitors children's development effectively. She maintains a good overview of their progress, enabling her to quickly identify any gaps in their learning. The childminder regularly meets with other childminders to share good practice, helping her to generally maintain continuous improvement.

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

Good use is made of assessment information to plan activities that match children's interests and current stage of development. The well-qualified childminder makes regular observations of children as they play. She plans for their next steps in learning in an effective way. The childminder successfully promotes children's language and communication skills. For example, she sits with them as they play, introducing new vocabulary and repeating words back to them. This helps them to pronounce words correctly. Children are helped to extend their physical skills and awareness of early counting. For example, the childminder encourages them to size order their blocks as they build their towers. She models counting words, such as one, two and three, as they play.

### Personal development, behaviour and welfare are good

Children benefit from strong relationships with the childminder. She knows their individual routines and personalities and they are happy, settled and confident in her care. This helps to promote children's emotional well-being effectively. Children's health and well-being are given utmost priority. For example, the childminder ensures they are wearing sun hats and cream when they access the garden area during hot weather. The childminder is a good role model. She demonstrates good manners and reminds children about being polite. She offers consistently high levels of encouragement to children, which helps to support their confidence, motivation and self-esteem. Children follow good hygiene routines and are provided with healthy snacks and meals. They 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.

### Outcomes for children are good

Children make good progress in their learning and development given their starting points. Children are keen to be involved and they confidently make choices from the good variety of activities, both indoors and outdoors. They are developing good independence skills. For example, young children collect their own shoes from the basket before going outdoors. Children follow instructions and develop good social skills. They are well prepared for the next stage in their learning, including nursery and school.

## Setting details

<b>Unique reference number</b>	EY221269
<b>Local authority</b>	Durham
<b>Inspection number</b>	1044790
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 January 2015
<b>Telephone number</b>	

The childminder was registered in 2002 and lives in Shildon. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5.

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