

Childminder Report

Inspection date

7 September 2016

Previous inspection date

14 March 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 builds strong relationships with parents. Parents are complimentary about the childminder and the care and teaching that she provides.
- The childminder is well aware of the need to respond to possible abuse and neglect in a timely and appropriate way, and knows the correct procedures to follow.
- The childminder's teaching skills are good. She regularly observes children, tracks their progress and successfully plans challenging learning experiences. She uses the knowledge she has gained through training very well, in order to help children make good progress across their learning.
- The childminder has successfully addressed the actions and recommendations raised at the last inspection. She is constantly looking at ways to improve her practice to cater for children's individual needs.
- The childminder praises and encourages children to have a go at activities. This helps to build up their confidence and self-esteem. She continuously interacts with them, effectively promoting their language and communication skills during free play and planned activities.
- Children are happy and settle easily. The childminder provides a warm and welcoming environment where children establish a close bond and secure relationship with her.

It is not yet outstanding because:

- The childminder sometimes misses opportunities to promote young children's independence skills even further during routine tasks.
- The childminder does not regularly involve parents and children in evaluating the service provided.

What the setting needs to do to improve further

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

- make even better use of opportunities to continue to help build young children's independence skills
- provide parents and children with consistent opportunities to contribute their views to self-evaluation and use these to help drive improvements.

Inspection activities

- The inspector observed activities and evaluated these jointly with the childminder.
- The inspector looked at children's records, observation and assessment files and a selection of policies.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector took account of parents' views, from the written documentation they had provided for the inspection.
- The inspector checked evidence of the childminder's qualification and the suitability of all adults living in the home.

Inspector

Anthea Errington

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibility in keeping children safe. She is fully aware of the signs of abuse and understands the importance of reporting any concerns. The childminder has a good awareness of how to keep children safe in her home and when out on outings. The childminder reflects on her provision well to identify potential areas for development. Actions and recommendations from her last inspection have been addressed and have improved the outcomes for children. For example, assessment is now used well to plan activities that match what children need to learn next and the outdoor area provides children with good opportunities to explore. The childminder engages with other local childminders to share good practice. She speaks with parents daily to share information about the activities, care and routines of the day. As a result, parents are kept well informed. The childminder understands the importance of developing close links with other settings to support children as they move on.

Quality of teaching, learning and assessment is good

The childminder provides a broad selection of resources and activities to help enhance children's learning experiences. Resources are readily accessible to children. This inspires children to make their own decisions and helps build their self-confidence. She regularly observes children, tracks their progress and successfully plans challenging learning experiences. For example, children have lots of fun playing in the sand tray. They are beginning to understand the concept of full and empty as they pour the sand between various containers. They particularly enjoy looking at books with the childminder who skilfully engages them to participate. This all helps to support them to make good progress in their overall development.

Personal development, behaviour and welfare are good

Children's behaviour is good. The childminder is very caring and considerate towards children. She provides a welcoming environment and nurtures them sensitively. Children demonstrate through their behaviour that they feel emotionally secure with the childminder. She offers praise and encouragement consistently which helps to boost children's self-esteem. Children learn about the importance of eating well. They benefit from plenty of fresh air and exercise which contributes to their physical well-being. Children learn about their own safety as, under the childminder's close supervision, they learn how to assess and take calculated risks. For example, they carefully climb up to the slide and negotiate the small step into the outdoor area.

Outcomes for children are good

Teaching is consistent and children make good progress overall. The childminder provides lots of opportunities for meaningful conversations and children are developing good listening, understanding and speaking skills. Children are motivated and eager and demonstrate an enjoyment for learning. They learn how to socialise well and how to cooperate and consider the feelings and views of others. They are developing the confidence and skills they need in preparation for the next stage of their learning, such as nursery or school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY466075 |
| Local authority | Durham |
| Inspection number | 1043741 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 9 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of registered person | |
| Date of previous inspection | 14 March 2014 |
| Telephone number | |

The childminder was registered in 2013 and lives in Spennymoor. The childminder operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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