

Childminder Report

Inspection date

4 October 2016

Previous inspection date

21 March 2013

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 quality of the childminder's teaching is good. She gives simple explanations during activities, follows children's interests and extends their learning. This helps to build their confidence and to support their communication and language skills.
- Partnerships with parents are strong. Regular information is shared with parents about the activities their children enjoy. The childminder encourages parents to share information about their children's achievements at home. This helps to build on children's existing learning.
- The childminder regularly takes children out into the community. She teaches them about the differences and similarities between themselves and others. This helps them to develop an awareness of different people and diverse ways of life.
- The childminder teaches children about the benefits of eating well and the importance of hygiene routines. She provides a good range of nutritious meals and snacks that children enjoy.
- Children behave well. The childminder provides them with clear boundaries and expectations. She teaches children how to share and show consideration to others, such as taking turns, which helps to develop their good social skills.

It is not yet outstanding because:

- The childminder has not fully developed her methods of sharing information about children's learning with the other early years settings that they also attend. This means that children do not benefit enough from continuity in their care and learning to help them make as much progress as possible.
- The monitoring of children's progress is not yet rigorous enough to provide the childminder with precise information to ensure any possible gaps in learning are identified even more swiftly.

What the setting needs to do to improve further

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

- enhance partnerships with the other early years settings children also attend and help promote continuity in their learning and development
- monitor children's progress even more rigorously and ensure any possible gaps in learning are identified at the earliest stage.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, 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 the written views of parents.

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. Children are kept safe and secure through detailed risk assessments and daily safety checks in all the areas they use. Overall, the childminder evaluates the effectiveness of all aspects of her practice, in order to identify ways she can improve. The views of parents and children support this process further. For example, the childminder is in the process of developing her garden area to provide more opportunities for children to learn. Parents are complimentary about the care and learning that the childminder provides.

Quality of teaching, learning and assessment is good

The childminder is, overall, knowledgeable about children's learning and development. She plans flexibly to build on their interests and to help them achieve what they need to learn next. Planned activities capture children's imaginations, extend their understanding and engage them for long periods. For example, children build their own track for their trains. The childminder promotes communication and language well, engaging children in conversations. For example, she encourages them to explain what they are doing and remember what they saw when they went to the train museum. Mathematical development is well supported. The childminder describes the different lengths, shapes and size of the track as children play.

Personal development, behaviour and welfare are good

The childminder offers a warm and welcoming environment for children. Her home is safe and well organised. The childminder tailors the settling-in process well to meet children's individual needs. Children receive lots of praise and encouragement from the childminder for their achievements. This helps to promote their positive self-esteem and emotional well-being. They respond positively to the clear guidance and expectations the childminder provides. Simple rules help them to understand right and wrong and they learn to manage their own behaviour. Children have many opportunities to get fresh air, be active and engage in physical play. They 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 the steps on the slide and successfully negotiate the different levels in the outdoor area.

Outcomes for children are good

All children make good progress from their starting points. They show independence and develop their self-care skills. For example, they confidently select their own resources and put on their shoes before going to play outside. Children are happy, motivated and inquisitive learners. For example, when they find a slug outdoors they independently access the magnifiers so they can look more closely at it. Children develop their imaginative skills as they engage in role play activities, such as caring for their dolls. They are acquiring the skills needed for their next stage in learning and the move on to school.

Setting details

Unique reference number	EY452454
Local authority	Durham
Inspection number	1066249
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	21 March 2013
Telephone number	

The childminder was registered in 2012 and lives in Durham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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