

Childminder Report

Inspection date

6 October 2016

Previous inspection date

21 May 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 well-qualified childminder is skilled at helping children to develop their communication and language skills. For example, she talks clearly to children who are learning English as an additional language. She carefully repeats words and phrases so they can hear the correct pronunciation.
- The childminder's setting, both indoors and outside, is highly stimulating and extremely well resourced. She plans her setting carefully to support all areas of children's learning.
- The childminder works well with her assistant. Overall, she monitors her performance closely, helping to ensure that children have access to good quality care and learning.
- The childminder has established good links with parents, other professionals and early years settings. These help to ensure that children's needs are successfully met and there is continuity in their learning.
- The childminder and her assistant provide clear guidance for children about what is acceptable behaviour. Consistent boundaries are in place. Also, children are taught about the importance of being kind to each other. This helps children to behave exceptionally well.

It is not yet outstanding because:

- The childminder has not yet targeted professional development opportunities to help enhance her assistant's teaching skills to an even higher level.
- The childminder has not fully developed the self-evaluation of her practice to include the views of her assistant and children.

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 for her assistant and focus more precisely on key areas of practice that improve teaching even further
- develop the self-evaluation process further to include the views of the assistant and children when identifying ways of continually improving the quality of the provision.

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 and her assistant are vigilant about child protection matters. They are confident about what to do if they have concerns about a child's welfare and where to seek support. The childminder carries out detailed risk assessments of her setting and any outings. This helps to minimise any potential hazards. Overall, the childminder has a strong commitment to improving her practice and making changes which benefit children and families. She holds regular discussions with her assistant about her performance and responsibilities within the setting. This helps to ensure there is a consistent approach to children's care and learning.

Quality of teaching, learning and assessment is good

Overall, the childminder has a clear understanding of how children learn through play and is enthusiastic in her interactions with children. Detailed observations and accurate assessments are undertaken. This helps to ensure that children's progress is monitored and any gaps in their development are identified. Activities are planned based on children's interests and what they need to learn next. The childminder is skilful in following children's interests as these emerge through play. For example, children engrossed in playing with the dough are provided with additional cutters and rollers. The childminder introduces questions about number, size and shape to help extend their learning. She keeps parents regularly updated about the activities their children engage in. For example, she loans them favourite resources and creates visual displays of children's favourite activities.

Personal development, behaviour and welfare are good

Children are well settled, confident and happy in the childminder's setting. They have positive relationships with the childminder and her assistant, who are highly attentive to 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. The childminder teaches children how to keep themselves safe. This supports them in developing a good understanding about how to manage age-appropriate risks and challenges. For example, even very young children negotiate the step between the kitchen and playroom safely. Children's physical development and good health are promoted extremely well. The childminder provides extensive opportunities for outdoor play, and provides healthy meals and snacks.

Outcomes for children are good

All children make good progress and acquire the skills they need for the next stage of their learning and their eventual move on to school. They are becoming increasingly independent in self-care skills, such as putting on shoes themselves and pouring drinks. They express their likes and dislikes, and make choices about what they want to do. Children are enthusiastic and motivated learners. For example, they delight in exploring the bubble mixture, carefully scooping it into their wands, giggling as they try to catch the bubbles. Children listen carefully to the childminder and join in enthusiastically with the actions to favourite songs and rhymes.

Setting details

Unique reference number	EY455032
Local authority	Darlington
Inspection number	1066430
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	12
Number of children on roll	12
Name of registered person	
Date of previous inspection	21 May 2013
Telephone number	

The childminder was registered in 2012 and lives in Darlington. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and works with an assistant. She provides funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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