

# Childminder Report

<b>Inspection date</b>	14 October 2016
Previous inspection date	23 January 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Teaching is good. The childminder regularly observes children's play and plans activities that build on what they already know and can do. This helps to promote the good progress children make in all areas of learning.
- Children are inquisitive and eager to learn. They are consistently engaged in activities and enjoy their learning. This demonstrates a positive attitude that helps to prepare them for when they move on to school.
- The childminder is very attentive and children form warm, trusting relationships with her. She offers children lots of praise and encouragement. This helps to promote their emotional well-being and they demonstrate high levels of confidence and self-esteem.
- The childminder demonstrates a strong capacity to build on her already good provision. She seeks feedback from other professionals and parents to help her to evaluate her provision and make plans for future developments.
- The childminder successfully promotes children's good health. They benefit from nutritious meals and snacks, and get a lot of fresh air and exercise during outdoor activities.

### It is not yet outstanding because:

- The childminder does not always share and seek enough information from parents to support children's learning and development to the highest levels.
- The childminder does not always promote younger children's reasoning and thinking skills to the highest levels. Sometimes, she does not give younger children enough time to develop their ideas or the opportunity to respond to prompts and questions.

## What the setting needs to do to improve further

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

- extend the two-way flow of information with parents to support children's learning and development even more effectively
- provide younger children with more time and opportunities to develop their ideas and think and respond to prompts and questions.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability checks carried out on people living on the premises.
- The inspector looked at written feedback from parents during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is qualified and experienced, which contributes to her good knowledge of child development and understanding of the different ways in which children learn. She uses a range of methods to build on her knowledge and skills. For example, she attends regular training courses and shares ideas for good practice with other childminders. This helps to build on the already good standard of teaching. The arrangements for safeguarding are effective. The childminder is vigilant and knows what action to take if she has a concern about a child's welfare. The childminder has developed effective partnerships with other settings and schools. Arrangements to share information help to consistently promote children's good progress and support them at times of change.

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

The childminder provides a good range of activities and experiences that appeal to children and build on their interests. She provides an effective balance of planned activities and opportunities for children to lead their own learning. Planning is responsive to children's individual needs. The childminder and older children reflect on activities and discuss what they could do next. This helps the childminder to extend children's learning and enhance the activities and experiences she provides. The childminder provides many opportunities for older children to use their imaginations. For example, they develop scenarios and create adventures for toy animals as they play. The childminder encourages children to explore and investigate a range of mark making and creative materials. This helps them to practise early writing skills and develop their creativity.

### Personal development, behaviour and welfare are good

The childminder's home is well organised and children are able to choose from a good range of resources. The childminder has very good knowledge of children's individual care needs and meets these effectively. For example, she ensures her menus are appropriate for children's varying dietary requirements. The childminder supports children to meet their own self-care needs effectively. For example, children learn to manage to put on their own coats and shoes, and wash their hands. This helps to promote their developing independence and prepare them for when they start school. The childminder has an effective approach to managing children's behaviour. She works with parents to ensure a consistent approach and agreed expectations of children. Children respect their boundaries, learn to understand the needs and feelings of others. Children behave well.

### Outcomes for children are good

All children make good progress. Most achieve within the typical range of development for their age and some exceed this. Those who need additional support in some areas of learning catch up quickly. Children develop very good key skills in mathematics. For example, young children are able to identify the number of cars in a group and begin to count beyond 10. Children attend a range of group activities in the community. They develop good listening skills, follow instructions and play cooperatively with other children. This helps to familiarise them with being part of a larger group and prepares them well for when they move on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY264209
<b>Local authority</b>	Durham
<b>Inspection number</b>	1064450
<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>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 January 2013
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Bishop Auckland. She operates all year round from 7am to 6pm, Monday to Saturday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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