

# Childminder Report

**Inspection date**

11 November 2016

Previous inspection date

14 June 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

- Children are cared for in a home-from-home environment where they feel like part of the family.
- Children settle quickly and the childminder has flexible settling-in arrangements which are tailored to the needs of the child. High-quality information about children's learning and care needs is gathered from parents.
- Children make excellent progress in communication and language. The childminder understands how to support children's learning. She is a good role model and she effectively models how language can be used, for example, to talk about feelings.
- The quality of the childminder's teaching is good. She uses her knowledge and skills of child development well to promote children's learning in all areas. Children make good progress in their learning.
- The childminder uses her assessments of children effectively to plan activities that support what they need to learn next.
- The childminder has a very good relationship with parents. A good two-way flow of information enables the childminder and parents to work effectively together to extend children's learning.

### It is not yet outstanding because:

- The childminder has not focused the programme of continuous professional development sharply enough to help extend her skills and knowledge.
- Although self-evaluation is in place, it does not yet show precise targets for raising the quality of teaching or evaluate the impact that current priorities for improvement have on children's outcomes.

## What the setting needs to do to improve further

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

- enhance the programme of professional development that extends skills and knowledge further
- enhance self-evaluation procedures to identify how the quality of teaching will be raised to the highest level and evaluate the impact that improvements have on children's learning.

### Inspection activities

- The inspector viewed all parts of the home used for childminding.
- The inspector observed children's play and learning.
- The inspector looked at policies, procedures and documents the childminder uses when caring for children.
- The inspector checked evidence of the suitability of all persons living in the household and talked with the childminder about her self-evaluation and improvement plans.
- The inspector took into account written feedback from parents.

### Inspector

Elizabeth Fish

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps up to date with Local Safeguarding Children Board procedures and ensures information, such as contact numbers, is correct. She ensures the premises she uses for childminding are safe. The childminder monitors children's learning. She takes swift action when she identifies areas where further support is needed. For example, she talks to parents and plans a programme of support. She seeks advice from other professionals, where necessary. The childminder works well with local schools. She attends events in schools and keeps up to date with what children are learning through regular newsletters. Self-evaluation is generally good. The childminder keeps up to date with changes in legislation and, overall, ensures she attends all necessary training.

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

The childminder recognises the importance of following children's interests. Children are highly motivated as they explore jelly with different tools. They concentrate on the activity for a long time as they talk about colour and texture. The childminder extends children's play effectively. Her good support helps them to talk about changes and begin to use simple tools. For example, she explores the jelly with the children and plays alongside them, demonstrating how different tools can be used. Good questioning enables children to think about things and begin to explain their own thinking. Children are very articulate. Young children talk confidently using full sentences. The childminder extends their language further, for example, as they talk together about the texture of things.

### Personal development, behaviour and welfare are good

The childminder supports children's emotional well-being effectively. Children are very happy in the childminder's home. They clearly have a good relationship with her as they look at photographs and recall past events together. Children develop good relationships with older children and eagerly await them coming in from school so they can play together. Older children are very patient as they play with the younger children, allowing them to take the lead in the games. Children behave well in the setting. The childminder has clear behavioural expectations and children respond well to gentle reminders about these. Daily opportunities are provided for children to access the outdoor environment. They enjoy a range of activities in the childminder's garden and local parks to support their physical development.

### Outcomes for children are good

Children make excellent progress in communication and language and good progress in their learning overall. They are developing a range of skills and knowledge in preparation for school. Children learn about the texture of everyday things. They handle tools and materials confidently and use pencils and crayons with good control to draw and colour.

## Setting details

<b>Unique reference number</b>	EY436285
<b>Local authority</b>	Durham
<b>Inspection number</b>	1065767
<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>	0 - 10
<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>	14 June 2013
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Leadgate, County Durham. She operates all year round from 7am to 6pm. Monday to Friday, except bank holidays and family holidays.

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