

# Childminder Report

**Inspection date**

10 January 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 plans a range of interesting, fun experiences for children. She understands how they learn through play, overall, and enthusiastically engages with them. Children are keen to join in with new activities and willing to have a go at developing new skills.
- The childminder supports older children to develop their early reading and enjoy a range of stories. Children thoroughly enjoy using books to enhance their play and they demonstrate excellent imaginative skills.
- The childminder encourages children to develop self-help skills and independence. They show an understanding of how to keep themselves safe and manage their personal needs without support. This has a positive impact on their emotional well-being and they develop confidence in their own ability.
- The childminder shows kindness, warmth and genuine care for the children. She praises them for their efforts and manages behaviour positively. The environment is calm, welcoming and nurturing.
- The childminder has effective partnerships in place with other professionals, such as teachers. This helps her to gather and share information about how to support children to be prepared for their eventual move to school.

**It is not yet outstanding because:**

- The childminder does not sharply focus her teaching during some of the planned activities for the youngest children to help them make the best possible progress.
- The childminder does not gather enough detailed information from parents about what children already know and can do upon entry.

## What the setting needs to do to improve further

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

- sharply focus teaching during planned activities and help the youngest children to make even more rapid progress
- develop partnership working with parents and collect even more detailed information from them about what children already know and can do upon entry.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning and the childminder's self-evaluation.
- The inspector obtained written feedback from parents and took account of their views.
- The inspector spoke to the childminder and the children throughout the inspection.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly reflects on her practice and accesses supervision with the local authority to help make further improvements for children. For example, she has recently developed her observation skills and termly planning. This has had a positive impact for children as the plans for their development now link with the areas of learning and their individual interests. Safeguarding is effective. The childminder carries out regular fire drills and uses risk assessments to monitor areas used by children. There are effective procedures in place to record and report concerns about children's welfare. This helps to keep them safe from harm. The childminder has high expectations for all children and is committed to driving achievement.

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

The childminder has a good understanding of the areas of learning and the early years foundation stage. This helps her to use unplanned opportunities to teach children new skills. For example, she uses everyday actions and routines to model basic positional language and numbers. This helps children to develop their mathematical skills in a meaningful way. Children develop curiosity, imagination and exploratory skills. For example, young children thoroughly enjoy exploring the pretend cave and are excited by the bear who joins them for tea. The childminder uses older children's favourite story to enhance this further. This helps challenge their literacy skills and they delight in retelling the story and acting out different characters in role. The childminder completes observations of children's experiences and shares them with parents. She understands how to complete the progress check when children are aged between two and three years.

### Personal development, behaviour and welfare are good

The childminder has effective procedures in place to help children settle in. She gathers information from parents about children's individual care needs. This helps her to maintain their established routines and build secure bonds with them. The childminder understands the importance of promoting children's good health. She provides opportunities for children to develop physical skills and enjoy fresh air outdoors. For example, children practise balancing on the textured beams and are proud of their achievements. They search for bugs and explore their environment with interest. The childminder helps children to develop respect for themselves and become aware of other people around them. This helps them begin to develop an understanding of the wider world and different communities, including their own.

### Outcomes for children are good

Children are working within the stages typically expected for their age and make good progress across all areas of learning. Older children develop the skills they need in preparation for starting school and are confident in new social situations. Young children show enthusiasm in activities and develop into keen learners as the childminder extends their skills.

## Setting details

<b>Unique reference number</b>	EY487438
<b>Local authority</b>	Durham
<b>Inspection number</b>	1009532
<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>	1 - 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>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in Bishop Middleham. 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 two-, three- and four-year-old children.

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