

Childminder Report

Inspection date

17 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 has a thorough understanding of the early years foundation stage areas of learning and child development. She has a clear picture of children's current stages of development and uses this information to form the next steps in their learning.
- The childminder teaches children about other people and communities using a range of interesting activities, such as visits in the local area. This helps them to develop their understanding of the wider world.
- The childminder is a very good role model for children. She uses specific praise to help children clearly understand what they have done well. Children's behaviour is very good and they are well mannered.
- The childminder has established and maintained good relationships with parents and other settings children attend, such as schools. This helps her to share information about children's care and learning and promotes partnership working.
- The childminder monitors the progress children make across the seven areas of learning. This helps her to identify any possible gaps in their learning and access appropriate support swiftly.

It is not yet outstanding because:

- There are times when the childminder misses opportunities to help the youngest children fully engage in purposeful play. This does not help them to make the best possible progress.
- There is scope to further develop the indoor environment to enable children to access resources through their explorations and to capture their interests.

What the setting needs to do to improve further

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

- focus teaching more precisely during the youngest children's self-chosen experiences and help them engage in purposeful play
- prepare the indoor environment to provide children with even more opportunities to explore a range of stimulating experiences and access resources independently.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children throughout the inspection.
- 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 also the childminder's self-evaluation.
- The inspector obtained written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The childminder has high expectations for children and her setting. She regularly gathers evaluative feedback from children and parents, in order to make continual improvements in her strive towards excellence. For example, the childminder has developed the ways to share children's learning with parents and gather more information about what children enjoy at home. This has had a positive impact on children's progress and they benefit from continuity of learning. The childminder is part of a professional network group which she uses to share good practice. This helps her to develop her ideas and skills. Safeguarding is effective. The childminder is confident to identify, record and report concerns about children's welfare. The childminder teaches children how to keep themselves safe. This helps them to understand how to manage risks for themselves and build resilience.

Quality of teaching, learning and assessment is good

The childminder follows young children's lead during their play. She models language clearly to them and ensures they have time to respond. This is one way of helping children to develop their communication and language skills. Overall, the childminder enhances children's self-chosen play and uses opportunities to develop their imagination and creativity. For example, young children thoroughly enjoy exploring how to use a range of musical instruments. The childminder models how to use them in different ways, such as shaking and banging. Children delight as they copy her actions and hear the new sounds and develop their hand-to-eye coordination. The childminder understands how to help older children develop the skills they need to start school. For example, she uses mathematical language during everyday routines and complements any other learning taking place. The childminder carries out assessments of children's progress. She has prepared the progress check for children aged between two and three years.

Personal development, behaviour and welfare are good

The childminder works hard to build on children's awareness of how to be healthy. For example, she teaches children about healthy eating and they thoroughly enjoy the fresh fruit in their lunchboxes. They follow good hygiene practices, such as handwashing and take an active part in their own self-care. This helps children to become independent and develop confidence in their own ability. Children have secure bonds with the childminder and show they feel safe with her. She has effective procedures in place to help children settle in and responds to their care needs immediately. This helps to maintain a calm environment for children, which has positive impact on their emotional well-being.

Outcomes for children are good

Children make good progress in relation to their starting points. They are working within the stages of development typically expected for their age. Children develop very good social skills and begin to show confidence in new situations. The childminder helps children to be ready for the next stages in their learning, including starting school. Children are proud of their achievements and persevere to develop new skills.

Setting details

Unique reference number	EY482243
Local authority	Durham
Inspection number	1057338
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2015 and lives in Belmont in Durham. She operates all year round from 7.30am 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

