

Childminder Report

Inspection date

20 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

- Children's communication skills are promoted very well as the childminder understands how children learn. She talks to children of all ages and repeats words that encourage the effective development of their vocabulary and language skills. Children make good progress.
- The childminder supports children who have special educational needs or disabilities. For example, she has attended training for baby sign language and uses it during children's play to help children's communication skills.
- Children's emotional well-being is supported well. The childminder provides a friendly and welcoming environment. She has warm and trusting relationships with the children. Children are settled and happy.
- The childminder has positive relationships with parents and other settings that children attend. She shares information about children's interests, experiences and progress, so that there is a consistent approach to their learning and development.
- Children play in a safe and secure environment. The childminder supervises children well. She uses robust risk assessments and regular checks to minimise any potential risks to children in her home and on outings.

It is not yet outstanding because:

- The majority of the time the childminder has kept an up-to-date record of children's attendance. However, recently she has not maintained the record.
- At times, the childminder does not effectively promote children's thinking and reasoning skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- keep a daily record of the names of the children being cared for on the premises and their hours of attendance to ensure the safe and efficient management of the setting and to help ensure the needs of all children are met. 20/01/2017

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

- extend the good teaching and make the most of every opportunity for children to work things out for themselves.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Lynne Pope

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands the possible signs that could indicate that children are at risk of harm. The childminder has a thorough knowledge of the work of the Local Safeguarding Children Board and is aware of her duty to report any allegations against herself or her family. She is also aware of the need to inform Ofsted of any changes in her circumstances that may impact on her suitability to be registered. The childminder works closely with children and ensures that they are within her sight or that she can hear them during their play. The childminder evaluates her practice regularly to ensure improvements are quickly identified and addressed. Overall, the childminder has a clear knowledge of the current gaps in her practice and strives to improve. The childminder's regular monitoring of children's progress means that she is able to quickly identify and address any gaps in their learning. She knows how to gain additional support for children, when required, to help promote their learning.

Quality of teaching, learning and assessment is good

Children are able and confident learners who explore the environment and the resources with enthusiasm. Activities are well set out so young children can make choices and reach the things that they choose to play with. The childminder observes children at play. She makes accurate assessments of their progress. The childminder plans activities that ensure children experience challenge and remain inquisitive and excited by their learning. Babies crawl to resources and are supported by the childminder as they pull themselves up on furniture and start to take their first steps. Three-year-old children build with small building blocks. The childminder introduces mathematical concepts. She talks to them about the different sizes of models and the shape of wheels.

Personal development, behaviour and welfare are good

The environment, both indoors and outdoors, is well resourced. This contributes towards children's enthusiasm for learning. Children enjoy the nutritious snacks and meals that the childminder provides for them and they begin to learn about food that is good for them. Children learn how to care for their teeth and understand that too much juice is bad for them. Children enjoy fresh air and exercise daily to support their physical health and well-being. They enjoy playing in the back garden and going on regular trips in the local community. Children learn about a wider world as they observe nature and how things grow. For example, they have hatched butterflies and planted and grown sunflower seeds.

Outcomes for children are good

Children make consistently good progress in all areas of learning. They behave well and their interest and enthusiasm for learning are apparent as they eagerly choose what they would like to do. The childminder helps children to grow in independence and manage their personal care needs, relative to their capabilities and ages. For example, they learn how to put their shoes and coats on and where to hang their coats when they take them off. Children make good progress in their learning and are starting to acquire the essential skills they need in readiness for starting school.

Setting details

Unique reference number	EY490029
Local authority	Durham
Inspection number	1082496
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2015 and lives in Dalton le Dale in Seaham, County Durham. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-year-old children. The childminder supports children who have special educational needs or disabilities.

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.

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