

# Childminder Report

**Inspection date**

13 February 2017

Previous inspection date

13 September 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

- The childminder is well qualified. The overall quality of her teaching is good. She uses her knowledge and skills well to support children, including those who have special educational needs and/or disabilities to make good progress in their learning.
- The childminder obtains an excellent range of information from parents about children when they first start attending. This helps to ensure continuity in children's emotional and physical well-being and promotes good progress in their learning from the outset.
- Effective procedures for reviewing children's assessments are in place. The childminder identifies areas where children may require additional help and support. She works well with parents and external agencies to develop a joint approach of how to move children forward in their learning.
- Children behave very well in the childminder's home. Clear routines are in place, such as tidying up to help them understand the behavioural rules and expectations set.
- Partnerships with local schools are good. Effective systems for sharing information about children's welfare needs and learning are in place. This helps to complement and provide continuity in the care and support children receive.
- Children's independence skills are fostered well. The childminder works well with parents to support children's skills, such as using the toilet independently and putting on their own outdoor clothing.

### It is not yet outstanding because:

- There are times when the childminder does not allow children sufficient time to investigate and develop their own ideas during activities.
- Self-evaluation does not have the exceptional detail that helps identify ongoing priorities and plans that will help take the quality of practice to an outstanding level.

## What the setting needs to do to improve further

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

- enhance good teaching further and allow children more time to investigate and develop their own ideas during activities
- strengthen the arrangements for self-evaluation and focus on identifying precise plans for improvement that enhance outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder recognises the signs and symptoms of possible abuse to children and knows who to contact for further support. Effective systems, such as accessing regular training keep the childminder and her assistants up to date with Local Safeguarding Children Board procedures. This helps to develop a shared understanding of how to respond to any concerns about a child's welfare. The childminder supports her assistants well. Ongoing discussions help to maintain an overview of the provision and ensure children's individual needs are met. Regular supervision meetings and observations of practice help assistants to improve the effectiveness of their teaching.

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

The childminder places a strong emphasis on developing children's communication skills. She has attended training recently and uses this information skilfully to enhance her teaching. Strategies, such as modelling words and expanding on what children say are used well during activities. For example, when children select shapes and say circle, the childminder repeats clearly, 'Yes, a yellow circle'. This extends children's vocabulary in an effective way. The childminder knows children's current stage of development. She observes them as they play in order to identify what they need to learn next. This information is shared with parents and activities are planned to help children to make good progress in their learning. Good use is made of the outdoor environment to promote children's learning. Regular walks in the local area strengthen their observation skills.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming, warm and stimulating environment for children. She supervises them well and keeps them safe at all times. Children enjoy the time they spend in the childminder's home. They develop strong relationships with her and other minded children. They show confidence when they choose toys and equipment. Children are motivated to join in with the fun range of activities available. They move their bodies and are praised for singing along to their favourite pieces of music. This makes children proud of their efforts and supports their emotional well-being. Children's physical health is supported well. The childminder provides a range of fresh, healthy meals and snacks and ensures daily opportunities are provided for children to play outdoors.

### Outcomes for children are good

Children make good progress in the learning. They engage well with activities provided for them and develop a good range of skills and knowledge that will support them well when they go to school. Children listen attentively to stories read to them and join in with key words and phrases. They begin to use numbers as part of their daily routines, such as counting the number of raspberries they have on their plate at snack time.

## Setting details

<b>Unique reference number</b>	EY433504
<b>Local authority</b>	Durham
<b>Inspection number</b>	1065739
<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>	24
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 September 2013
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Lanchester, County Durham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with assistants.

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