

# Childminder Report

<b>Inspection date</b>	16 February 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

- Children are very happy and settled in the childminder's care. They have a very good relationship with her that helps them to feel secure. All children make good progress.
- Overall, the quality of the childminder's teaching is good. The childminder provides activities and experiences that help to build on children's current skills and interests. She successfully plans to support the varying learning needs of children that attend.
- Children are motivated and eagerly join in with activities. They become engaged and enjoy their learning. This demonstrates a positive attitude that helps to prepare them for when they move on to school.
- Children's behaviour is managed effectively. Good communication between parents and the childminder ensures a consistent approach to managing children's behaviour.
- Overall, the childminder has a good relationship with parents. She keeps parents well informed about what children have been doing. Parents of babies also receive detailed information about their baby's feeding, sleeping and intimate care needs for the day.

### It is not yet outstanding because:

- The childminder's reflections on her practice are not sufficiently focused on how she can strengthen her teaching even further to help children make the best possible progress.
- Although partnerships with parents are good overall, the childminder does not routinely gather enough information from parents about children's learning and achievements when children first start attending.

## What the setting needs to do to improve further

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

- strengthen self-evaluation processes and identify more clearly the improvements that can be made to teaching to help children make the best possible progress
- strengthen the information gathered from parents when children first start attending in order to support children's learning and development even more effectively.

### 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 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

Elizabeth Fish

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the procedures she should follow if she has a concern about the welfare of a child in her care. She ensures information, such as contact numbers, are correct. Her property is safe and she teaches children about how they can keep themselves safe. The childminder is committed to her own professional development. She has attended all mandatory training and strengthened her understanding of recent developments. This helps to underpin her good practice. The childminder has a good overview of where children are in their learning. She takes decisive action when children need further support. The childminder works with local schools effectively. She finds out what children are doing in school or nursery and builds upon this, whenever possible.

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

The childminder has a good understanding of how she can support children's play and learning. She plays alongside children, commenting on what they are doing, offering support and guidance as necessary. She seizes opportunities to extend children's learning further. For example, she counts as she draws around children's fingers, modelling counting with numbers in order. Later, when children repeat the activity, they count with numbers in order. The childminder uses her assessments well to plan what children need to learn next. She ensures that there is plenty of space available for babies to crawl. She also places activities out of reach to develop their crawling further. The childminder supports children's communication effectively. She skilfully extends and develops children's communication by repeating and extending what children are saying.

### Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. They have a very good relationship with the childminder and enjoy spending time with her. Parents comment that children are keen to talk about what they have been doing with the childminder. The childminder respects the faiths and beliefs of children and their families. She finds out about the different festivals that children in her care celebrate. Ongoing communication with parents enables the childminder to meet children's care needs effectively. This supports children's emotional well-being. Children develop good relationships with each other. Daily opportunities are provided for children to take part in physical activities, such as playing in the park or in the garden. They also enjoy visits to local soft-play centres.

### Outcomes for children are good

Children make good progress across all areas of learning. Children are independent in the setting. Older children learn to build by stacking blocks. They begin to handle drawing tools and learn to count with numbers in order. Younger children show curiosity about their environment as they explore objects around them, such as electronic toys. They engage in activities and show high levels of fascination. Children are developing a range of skills and knowledge in preparation for school.

## Setting details

<b>Unique reference number</b>	EY490259
<b>Local authority</b>	Durham
<b>Inspection number</b>	1016350
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<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 Burnopfield, County Durham. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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