

Childminder Report

Inspection date	17 February 2017
Previous inspection date	11 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 successfully addressed the recommendations and action raised at the previous inspection. She has improved many aspects of her provision and overall she uses her knowledge of child development well to promote children's good progress.
- Effective procedures for reviewing children's assessments are in place. This helps the childminder identify areas where children may require additional help and support.
- Good settling-in arrangements help children to develop confidence and support their emotional well-being, when they first start staying with the childminder on their own.
- Children's good physical health is promoted well. The childminder implements effective hygiene routines, such as ensuring children clean their hands before they eat their meal or after using the potty.
- The childminder successfully promotes children's personal development and supports them to respect each other, take turns and share equipment fairly and learn right from wrong.

It is not yet outstanding because:

- The childminder does not fully promote younger children's emerging physical skills to the highest level as they move around and explore.
- Although partnerships are in place with local schools, the childminder has not yet established highly effective links with all other settings that children attend.
- The childminder has not yet introduced a targeted programme of professional development, to further enhance the quality of teaching and learning.

What the setting needs to do to improve further

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

- provide younger children with even more opportunities to move around and fully extend their physical skills
- strengthen the arrangements for exchanging information with all other settings that children attend, in order to share more information to complement their learning
- extend the programme of professional development, and raise standards in teaching and learning even higher.

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 spoke to parents and considered written feedback provided.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps her knowledge of local safeguarding children board procedures updated. She confidently describes signs and symptoms of possible abuse and knows who to contact for further advice, if she has concerns. The childminder maintains a generally good overview of the educational experiences she provides for children. This ensures that most activities reflect their interests and are sufficiently challenging to help them make good progress in their learning. Overall, self-evaluation procedures are good and support children's outcomes. The childminder reflects on how some aspects of teaching can be improved and how she organises her learning environment. The views of parents are considered, extending the reflective process even further.

Quality of teaching, learning and assessment is good

The childminder supports children's communication skills well. She skilfully uses effective strategies, such as questioning, with older children to support their understanding. For example, when children make a nest for a toy hedgehog, the childminder asks questions, such as, 'What do you think it will eat?' She extends their vocabulary even further and introduces words, such as hibernation. The childminder supports younger children equally well and encourages them to describe how the soft hedgehog toy feels as they hold it in their hands. The childminder carries out ongoing observations of children as they play. She uses this information generally well to identify what they need to learn next and plan challenging activities to help them to make good progress. This information is shared with parents on a regular basis. This keeps them up to date with their children's achievements and helps them to recognise where they can support their child further at home.

Personal development, behaviour and welfare are good

Good levels of care are provided by the childminder. This helps children to develop good relationships with her and other minded children. The childminder provides a stimulating environment within her home. Toys and resources are well organised, stored effectively and enable children to make independent choices. They show confidence and are motivated in directing their own play. Children behave well within the childminder's home. She provides gentle reminders, as required, to help children understand where they can and cannot go within her home. This helps to create a calm atmosphere where respect for the space of others is recognised and children play well together.

Outcomes for children are good

Children make good progress. Some children make progress that is better than good in some areas of their learning. A good range of skills is developed, in readiness for school. Children use mathematical language to describe shapes. They count the number of three-dimensional shapes they have threaded onto a lace and compare how long they are with other children. Younger children listen carefully when they hear their favourite rhymes and begin to sing their own songs, extending their growing vocabulary.

Setting details

Unique reference number	313605
Local authority	Durham
Inspection number	1083028
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	6
Name of registered person	
Date of previous inspection	11 December 2013
Telephone number	

The childminder was registered in 1998 and lives in Coxhoe, County Durham. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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