

# Childminder Report

**Inspection date**

2 March 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

- The quality of teaching is good. The childminder adapts activities to meet the different learning needs of children in her care. Children of all ages are engaged in meaningful play and benefit from positive interactions with the childminder.
- The childminder observes children at play and checks the progress they make. She uses her findings to tailor her teaching to support children to build on what they already know and can do. This helps children to make good progress in all areas of learning.
- Parents are involved in their children's learning. An effective two-way flow of information helps to provide a consistent approach to meeting children's care needs and supporting their ongoing development.
- The childminder promotes children's emotional well-being effectively. She offers them plenty of attention, praise and encouragement. Children are happy and confident in her care. They demonstrate that they feel valued and develop high levels of self-esteem.
- Children have plenty of opportunities to make choices during their play and to lead their own activities. They are enthusiastic learners who persevere at activities and make good attempts to overcome difficulties during their play. This demonstrates a positive attitude towards learning that helps them to prepare for later learning in school.

### It is not yet outstanding because:

- Although the childminder reflects on her practice, the arrangements for self-evaluation are not yet robust enough. She does not yet fully include the views of all parents and children.
- At times, the childminder does not fully support children's developing speaking skills. For example, sometimes she does not model language well enough for children to understand the correct use of grammar and how to pronounce words correctly.

## 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 to include the views of all parents and children, and drive continuous improvement even more effectively
- demonstrate to children how to use grammar correctly and model language well enough for children to pronounce words correctly.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching 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 checks carried out on persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector discussed with the childminder how she works in partnership with parents.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is qualified and experienced, which contributes to her secure knowledge of how to support children's continued development. She has a good understanding of how children learn and extends activities to provide an appropriate level of challenge and keep children motivated. The childminder is committed to continuing with her professional development. This helps her to strengthen her knowledge and build on her teaching skills. For example, she has completed a higher level qualification and researches ideas for new and exciting activities to support children's learning. The arrangements for safeguarding are effective. The childminder knows what to do if she has a concern about a child's welfare. She has formed effective partnerships with other settings that children attend.

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

Children enjoy sharing songs and stories with the childminder. She uses a range of effective methods, such as toys and props, to encourage their participation and encourage their interest. This helps to promote children's literacy development. The childminder teaches pre-school children about numbers and counting. They discuss length and height as they compare their size against toys during activities. This helps to promote children's mathematical skills and contributes to their good skills in this area of learning. Babies enjoy a range of sensory experiences that encourages them to explore and investigate. They develop their large-muscle skills as they become increasingly mobile. For example, they climb in and out of boxes as they join in role play games with older children.

### Personal development, behaviour and welfare are good

The childminder's home is full of fun, songs and laughter. Children benefit from the very positive and happy environment. Children get plenty of fresh air and exercise and enjoy nutritious meals and snacks. This helps to promote their good health and well-being. The childminder manages children's behaviour well. She reminds them of boundaries and to be kind to one another. They learn to understand the feelings of others and behave well. The childminder supports children to develop independence. For example, they enjoy the responsibility of small tasks and take care of their own belongings. The childminder helps to prepare children for school. For example, she seeks out opportunities for them to meet with children who will attend the same school and supports them to develop friendships.

### Outcomes for children are good

Children engage well in their learning. Pre-school children pay attention, follow instructions and ask questions during activities. These skills help to prepare them for later, more formal learning in school. All children's interests and abilities are considered when they first begin to attend and they quickly benefit from well-targeted teaching. This contributes to the good progress they make from the outset. All children achieve well and reach the typical levels of development for their age range. They demonstrate strong key skills in literacy. Older children benefit from activities, such as using large tweezers, to help them to develop their hand muscles in preparation for writing. Furthermore, they write letters from their name as they trace their fingers through foam and paint. Babies enjoy making marks in the foam, forming lines, circles and handprints.

## Setting details

<b>Unique reference number</b>	EY496997
<b>Local authority</b>	Durham
<b>Inspection number</b>	1034658
<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>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<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 Sherburn Village, Durham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for three- and four-year-old children.

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