

# Childminder Report

**Inspection date**

11 July 2017

Previous inspection date

3 February 2015

<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 has a secure understanding of how young children learn. She observes them at play and assesses their learning accurately. She supports children effectively to build on what they already know and can do.
- Children are enthusiastic, curious and enjoy their learning. They become engrossed in activities and concentrate well.
- The childminder gives children plenty of praise and attention. They form trusting bonds with her and feel safe and secure in her care. They develop high levels of self-esteem and show pride in their achievements.
- Partnerships with parents are very effective. They contribute to assessments of children's learning and welcome ideas to support their children further at home. Parents like the friendly atmosphere and praise the childminder for her effective communication with them.
- The childminder manages children's behaviour effectively. She provides them with clear boundaries that are appropriate for their age and level of understanding.

**It is not yet outstanding because:**

- The childminder's evaluations of the quality of her provision do not identify sharply focused priorities to help her develop her own knowledge and skills even further.
- Although the childminder promotes equality and diversity well, she has not fully explored how she can effectively promote British values in her setting to the highest levels.

## What the setting needs to do to improve further

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

- sharpen the focus of evaluations to help identify the highest priorities for professional development and raise the quality of provision to even higher levels
- teach children even more about British values and help them to further understand and respect the similarities and differences between themselves and others.

### 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 and development.
- The inspector spoke to the childminder at appropriate times during the inspection. She looked at relevant documentation, such as evidence of the suitability checks carried out on people living on the premises.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to children at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility to keep children safe. She is confident to identify, record and report any signs that a child is at risk of potential harm. The childminder welcomes advice and support from other professionals, and shares ideas and information with other childminders. This generally helps her to improve some aspects of her practice. The childminder has established effective partnerships with other settings that children attend. This helps to provide a consistent approach to children's learning and supports them well when they move on to the next stage of their learning. The childminder monitors children's achievements to help her shape their future learning experiences and support them to make continued good progress.

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

The childminder provides an effective balance of planned activities and opportunities for children to lead their own play. She weaves children's interests and preferences into plans for their learning. For example, she provides a range of activities in the garden for children who prefer to learn outdoors. The childminder speaks clearly to children and asks them questions that encourage them to think and describe as they play. This helps to promote children's communication and language skills. Children learn about the natural world. For example, they grow vegetables and help care for chickens at the childminder's allotment. Children learn to identify numbers while they count and match numbered cars to corresponding parking spaces. This helps to promote their mathematical development.

### Personal development, behaviour and welfare are good

The childminder offers children a very warm welcome and gets to know their individual needs extremely well. They quickly develop a sense of belonging and explore her home with confidence. The childminder promotes children's physical health effectively. For example, they talk about the benefits of healthy snacks and discuss the importance of handwashing. They get plenty of fresh air and exercise, for instance during outings in the local community. Children become independent from an early age. They manage their own personal needs and take responsibility for tasks, such as clearing away after activities. This helps to prepare them for when they move on to school.

### Outcomes for children are good

Children make good progress in their learning. They achieve typical levels of development that are expected for their age range. Children develop skills in literacy that help to give them a secure foundation for later learning in school. For example, they practise early writing skills as they draw road maps with chalk. They develop a love of books as they identify and discuss pictures when sharing stories with the childminder. Children develop good listening and attention skills. They pay close attention to the childminder and readily follow her instructions during activities. They begin to cooperate as they play together and develop friendships with other children.

## Setting details

<b>Unique reference number</b>	EY318757
<b>Local authority</b>	Durham
<b>Inspection number</b>	1092563
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 February 2015
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Chester-le-Street. She operates all year round, from 7.30am to 6pm, Monday to Thursday, and 7.30am to 5pm on Fridays, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

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