

Childminder Report

Inspection date	17 October 2017
Previous inspection date	28 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 quality of teaching is good. The childminder observes children and assesses their achievements against the levels of development typical for their ages. This helps her to identify children who need extra help in any areas of learning. She then tailors her teaching to help them catch up quickly.
- The childminder seeks suggestions from parents and children to help review her practice. She uses her findings, alongside her own evaluation, to make plans to effectively improve the quality of care and learning she provides.
- The childminder provides a warm welcome to all children. She has a caring and sensitive approach that puts children at ease, and helps them to settle quickly in to her care. They develop a strong sense of belonging and form close bonds with the childminder.
- Parents are very happy with the service provided by the childminder. They comment that her standards of care and professionalism are high.
- Children enjoy their learning. They become absorbed and persevere as they play. This demonstrates a positive attitude toward learning that helps to prepare them for school.

It is not yet outstanding because:

- The childminder does not always gather detailed information from parents to help her plan for children's learning even more precisely, particularly when children first begin to attend.
- Sometimes, the childminder does not extend her teaching to challenge the oldest and most-able children fully, and help them to make even better progress in their learning.

What the setting needs to do to improve further

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

- gather more information from parents about children's achievements at home, particularly when they first begin to attend
- extend good teaching strategies even further to help older, most-able children to make the best possible progress.

Inspection activities

- The inspector had a tour of the areas used by children.
- The inspector conducted a joint observation of an activity with the childminder.
- The inspector spoke to the childminder at appropriate times during the inspection.
- The inspector looked at relevant documents, such as evidence of the suitability of persons living and working on the premises and accident and incident records.
- The inspector spoke to children at appropriate times during the inspection. She took account of the views of parents through written feedback provided.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder understands her responsibility to protect children from harm, and knows what to do if she is concerned about a child's welfare. Although the childminder's assistant only works with her occasionally, she ensures he understands all policies and procedures and maintains an appropriate paediatric first-aid certificate. The childminder is committed to continuous professional development. This has a positive impact on her practice. For example, following training, she has made improvements to the outdoor area. This has enhanced learning opportunities for children who prefer to learn outdoors. Partnerships with other professionals are well established. For example, the childminder meets with parents and health visitors to review children's development, and assess their needs.

Quality of teaching, learning and assessment is good

The childminder supports children's language development and thinking skills well. For example, she asks skilful questions that encourage children to think and develop their own ideas. The childminder's teaching is flexible and responsive to children's needs and preferences. Children benefit from plenty of opportunities to make choices and lead their own play. For example, they choose to take the resources from a creative activity into the play kitchen to make 'soup'. Children develop good mathematical skills. The childminder encourages them to count and divide resources, and discusses size and weight as they investigate a range of seasonal vegetables. Children enjoy exploring during activities that encourage their sensory development, such as while searching for bugs in a tray of slime.

Personal development, behaviour and welfare are good

The childminder gives children plenty of praise and attention, and helps them to overcome childhood fears. This supports their emotional well-being and contributes to their high levels of self-esteem and confidence. Children behave well. The childminder models respect and good manners and encourages children to resolve their own conflicts. This helps children to develop reasoning skills and understand the feelings of others. Older children show concern for the youngest children and involve them in their play. Children enjoy the responsibility of small tasks and meet their personal care needs effectively. They demonstrate good independence in preparation for school. Children benefit from fresh air and exercise during outdoor activities and discuss the benefits of healthy foods. This helps to support their good physical health and well-being.

Outcomes for children are good

All children achieve well and make good progress in their learning. Those children who are slower to develop some skills benefit from well-targeted teaching that helps them to catch up in their learning. Pre-school aged children develop some early reading skills that help to prepare them for school. For example, they begin to recognise their name in print and identify the initial sounds in words. Babies develop curiosity and an enthusiasm to discover new things that helps to prepare them well for future learning.

Setting details

Unique reference number	EY469603
Local authority	Durham
Inspection number	1102802
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	11
Name of registered person	
Date of previous inspection	28 March 2014
Telephone number	

The childminder registered in 2013 and lives in Stanley Crook, County Durham. She works with another registered childminder, who is her son, and her husband, who is their assistant. Operating hours are 7am until 6pm Monday to Friday, all year round, except for family holidays and bank holidays. The childminder receives funding to provide free early years education for two-, three- and four-year-old children.

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