

Childminder Report

Inspection date

3 November 2017

Previous inspection date

29 January 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

- Children have great fun while they learn. The childminder plays alongside children with lots of energy and enthusiasm. She plans a good range of exciting activities that appeals to children's interests. They engage well in their learning and make good progress.
- The childminder gives children plenty of praise and reassurance that helps to support their self-esteem and confidence. Children settle quickly in her care and develop a strong sense of belonging.
- Parents are very happy with the care and learning experiences the childminder provides. They welcome regular updates about their child's progress and contribute to assessments of their learning.
- The childminder has well-established partnerships with other settings that children attend. An effective two-way flow of information helps them to provide a consistent approach to children's care, learning and development.
- Children are curious and keen to take part in activities. They show an enthusiasm for learning that helps to prepare them for school.

It is not yet outstanding because:

- Although the childminder reflects on her practice, she does not consistently evaluate the impact of her teaching on children's learning and development. Plans for improvement do not focus well enough on supporting children to make the best possible progress.
- At times, the childminder's plans for learning are too broad. Sometimes, she does not focus her teaching closely enough on what children most need to learn next.

What the setting needs to do to improve further

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

- strengthen the arrangements for self-evaluation to identify more precise ways to build on the already good quality of teaching and help children to make even better progress
- refine plans for children's learning to focus more closely on what they most need to learn next.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact it has on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection. She looked at documents, such as evidence of suitability checks carried out on people in the household and the required policies and procedures.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at written feedback from parents and took account of their views. She also spoke to children at appropriate times during the inspection.

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 from harm. She knows what to do if she is concerned about a child's welfare. The childminder welcomes advice from other professionals and shares knowledge and ideas with other childminders. She continues with her own professional development. For example, she accesses information on the internet and attends training courses. This helps to enhance the educational programmes she provides. The childminder checks the progress that children make in their learning. This helps her to identify children who are slower to develop skills in some areas of learning.

Quality of teaching, learning and assessment is good

The childminder has very good knowledge of children's current abilities and learning preferences. She plans a good balance of adult-led activities alongside plenty of opportunities for children to lead their own learning. Babies investigate, using their senses as they play. For example, they explore paint as they make marks in a tray. This also supports their very early literacy skills. The childminder's interactions with children are skilful. Babies listen attentively to her and make early attempts at words and sounds. This helps to support their communication and language development. Older children enjoy imaginative play with their friends. They create stories about the dolls and characters they play with.

Personal development, behaviour and welfare are good

The childminder teaches children to respect and value one another. They share, take turns and consider each other's feelings. Children benefit from fresh air and exercise during outings in the local area. For example, they attend gym sessions that help encourage children to develop a healthy and active lifestyle. Children attend group activities in the community where they experience being part of a larger group. This helps to prepare them for school. The childminder encourages children to meet their own personal care needs and take responsibility for their belongings. Children respond well and show increasing levels of independence. The childminder is attentive and responds well to children's emotional and physical needs. She has very good knowledge of their routines from home and carries these on while children are in her care.

Outcomes for children are good

All children make good progress in their learning and achieve well. Older children learn skills in mathematics and literacy that help to prepare them for later, more formal learning. For example, they learn to recognise their name, make early attempts at forming letters and learn about the sounds that letters make. They count and compare groups of shapes and use mathematical language during daily routines. Children are attentive and follow instructions. They respond well to the childminder's boundaries and behave well. Babies learn about patterns and turn taking. They watch and copy the childminder as they shake bottles to make sounds.

Setting details

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|------------------------------------|---|
| Unique reference number | EY465399 |
| Local authority | Darlington |
| Inspection number | 1102565 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 10 |
| Total number of places | 6 |
| Number of children on roll | 15 |
| Name of registered person | |
| Date of previous inspection | 29 January 2014 |
| Telephone number | |

The childminder registered in 2013 and lives in Heighington. Opening hours are 7am to 6pm, Monday to Friday, and occasional weekends. The childminder works all year, except for family holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
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