

# Childminder Report

**Inspection date**

7 November 2017

Previous inspection date

24 March 2014

<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

- Children form close bonds with the childminder. This has a positive effect on their well-being. They demonstrate that they are very happy and comfortable in their environment. The childminder works closely with parents to ensure that children have all their care needs met.
- The well-qualified childminder organises her home efficiently to provide a relaxed learning environment for children. She demonstrates a secure knowledge and understanding of how children learn and interacts purposefully to support their play and learning.
- The childminder knows the children well and monitors their development successfully. She observes and assesses their learning and uses this information effectively to plan for what children need to learn next. Children make good progress.
- A good emphasis is placed on promoting children's communication and language. The childminder gets down to children's level and talks to them as they play. She models language and uses books and stories well to help build children's vocabulary.

### It is not yet outstanding because:

- The childminder does not always make the most of her good partnerships with parents to maximise their engagement in their child's learning at the setting and at home.
- The childminder has not gained detailed information about children's learning in other settings they attend to help them make even better progress in preparation for school.

## What the setting needs to do to improve further

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

- strengthen the strategies used to engage parents in their child's learning in the setting and at home
- develop stronger links with other settings children attend to ensure a fully shared approach to their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 took account of the views of parents through written feedback provided.

### Inspector

Lindsey Pollock

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a clear understanding of her responsibilities to recognise and report any concerns for children's safety and welfare. She maintains a safe and secure environment for children to play and learn in. The childminder keeps informed of developments in childcare practices and completes ongoing training. Systems for self-evaluation are in place and are used to identify the strengths and weaknesses of the setting. The childminder routinely seeks the views of parents and children. This enables her to make positive changes and to develop and improve her good practice further. Comments from parents demonstrate the high regard they have for the childminder. They speak very highly of the care their children receive.

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

The childminder consistently demonstrates effective teaching skills. Activities are based on children's interests and what they need to learn next. She fosters children's active learning and provides a range of interesting resources to encourage involvement and extend play. For example, she varies the objects added to a sensory activity to give children different experiences and challenges. She recognises that young children's concentration span can be short. Therefore, she is flexible with activities, providing alternatives to capture their attention.

### Personal development, behaviour and welfare are good

The childminder is attentive to the individual needs of the children and understands the importance of developing their self-esteem. She is a good role model for the children and is kind, caring and calm. The childminder consistently reinforces the importance of sharing and taking turns. As a result, children behave well and are learning how to play with others. Children are provided with lots of opportunities to play outdoors. The childminder recognises that this is a particular interest of the children and that it benefits their health and learning. Appropriate clothing is provided so that children can experience different weather conditions. They have much fun when they use equipment in the garden and parks, and when they explore in nature areas. Good standards of cleanliness are maintained to prevent the spread of infection.

### Outcomes for children are good

Children develop good skills in readiness for their eventual move on to school. They enjoy looking at books with the childminder and listening to stories. They understand simple questions and instructions. For example, they respond when the childminder asks them about pictures in a book and make good attempts at putting on their own shoes when asked to. They are inquisitive and engage well in activities, showing increasing concentration. Their manipulative skills are developing well and they successfully use tools, such as rollers and cutters, with the dough. This helps to develop their skills for future writing. They are beginning to use and understand mathematics. For example, they talk about the 'three' tractors they have seen that morning and use some language regarding quantities.

## Setting details

<b>Unique reference number</b>	EY363487
<b>Local authority</b>	Durham
<b>Inspection number</b>	1102092
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 March 2014
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Consett. The childminder operates from 7am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 4. She provides funded places for three-year-old children.

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