

# Childminder Report

**Inspection date**

7 November 2017

Previous inspection date

12 June 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

- The childminder weaves children's interests into her plans for their learning. The activities she provides are highly appealing to children. They become absorbed in their play, demonstrating enthusiasm to take part and an enjoyment of learning.
- The childminder makes accurate observations of children at play. She uses her findings to plan activities and experiences that encourage them to build on what they already know and can do. These contribute to the good progress children make in all areas of learning.
- Children develop friendships with their peers. The childminder sensitively supports them to resolve conflict. Children develop an understanding of the needs and feelings of others. They behave well.
- The childminder evaluates her practice. She identifies her strengths as well as areas she would like to develop, contributing to her good capacity for continuous improvement.
- Parents are very happy with the care the childminder provides. They are confident in all aspects of her provision and describe her as an excellent childminder.

### It is not yet outstanding because:

- The childminder does not always gather enough information from parents about their child's achievements at home to help inform and enhance plans for their learning.
- Occasionally, the childminder does not develop opportunities for children to extend their own ideas as they play and learn.

## What the setting needs to do to improve further

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

- gather even more information from parents about what children achieve at home to contribute to plans for their learning
- give children plenty of time and opportunities to develop and extend their own ideas as they play and learn.

### Inspection activities

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

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to building on her knowledge and skills. For example, she undergoes training to help enhance her teaching skills. This has helped to further improve her knowledge of how to support children's learning and development. The arrangements for safeguarding are effective. The childminder understands her responsibility to keep children safe and knows what to do if she is concerned about a child's welfare. The childminder has established effective partnerships with other professionals and staff from the nurseries and schools that children also attend. These contribute to consistency of care and learning and support children very well when they move on to the next stage of their learning.

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

Overall, the childminder's interactions with children are skilful. She encourages them to think, describe their ideas and recall past events. This helps to promote children's communication and language development effectively. The childminder is quick to recognise when children's attention wanes. She adapts her teaching to help them stay motivated and engaged in their learning. For example, she adds sand to a water game to help extend children's learning. The childminder supports children's mathematical skills well and teaches them to count and recognise numbers at every opportunity. For example, they identify numbers on car registration plates and doors while on walks as well as playing games indoors, such as number fishing. Younger children respond well to a visual timetable that helps them to develop a sense of time and sequence.

### Personal development, behaviour and welfare are good

The childminder has a gentle and reassuring manner that helps to put children at ease. They benefit from lots of praise and attention, helping them to develop high levels of self-esteem. The childminder recognises the importance of preparing older children to start school and encourages them to be independent. For example, she gives them the responsibility for some small tasks and supports them to manage their own self-care needs. They help to prepare their snacks and offer to help the childminder to set up and clear away activities. Children learn how to keep themselves safe and healthy. For example, they discuss the importance of washing germs from their hands. Children have regular opportunities to play outdoors in the fresh air and are provided with fresh, nutritious meals and snacks, helping to support their physical health and well-being.

### Outcomes for children are good

All children are working within the range of development typically expected for their age. Some exceed this, particularly in their communication and language development. Children develop skills in literacy that help to prepare them for school. For example, they match letters they find in foam to those in their name. Children are confident learners who are curious and keen to share their experiences. They communicate effectively with each other, sharing their thoughts and respecting one another's ideas.

## Setting details

<b>Unique reference number</b>	EY466056
<b>Local authority</b>	Durham
<b>Inspection number</b>	1102588
<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 - 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>	12 June 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Seaham, County Durham. She operates all year round from 6am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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