

Childminder Report

Inspection date

1 November 2017

Previous inspection date

2 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 are keen learners who are highly motivated by the use of good quality resources that engage and excite them. Planning is good and the staff know each child and their interests very well.
- The childminder has a secure understanding of her role and responsibilities to safeguard children in her care. She and her assistants regularly complete child protection training and know what to do if they have a concern about a child.
- Staff have consistently high expectations of children's behaviour and act as effective role models for them. A strong emphasis on promoting good behaviour and working in partnership with parents when needed, means this is valued and encouraged.
- Children's progress is consistently good due to the regular monitoring of each child's development. Staff focus on each child's next steps to enable children to master new skills and quickly identify any gaps in their learning to ensure that these can be planned for.
- Children have highly positive relationships with all of the staff who work with them. Consequently children are all settled, happy and relaxed

It is not yet outstanding because:

- There are inconsistencies in the quality of teaching across all aspects of the curriculum. For example, staff do not always plan activities to effectively extend older children's mathematical development.
- During free play there is not sufficient opportunity for children to access materials and resources to develop and extend their writing skills.
- Self-evaluation does not focus sufficiently on those areas for improvement which will benefit and enhance children's learning the most.

What the setting needs to do to improve further

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

- ensure that older children's mathematical skills are effectively extended by consistently promoting successful teaching.
- consider how resources are organised across the setting in order to enable children to practice and develop their writing skills through free play.
- further develop self evaluation so that it maintains a sufficient focus on areas to improve to additionally develop the already good quality of teaching and learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector looked at a sample of documentation. She discussed children's progress and self evaluation.
- The inspector took account of parents views.

Inspector

Julie Larner

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her assistant have a secure understanding of how to successfully promote children's learning and welfare. Consequently, children are safe and make good progress in their development. The childminder easily identifies the strengths of the setting. However, less emphasis is placed on recognising the areas to improve. Safeguarding is effective. The childminder shows a good understanding of how to keep children safe and implements this very effectively in her practice. As a result children's welfare is promoted particularly well. Regular monitoring about what children are learning means that where any gaps are emerging, these are identified and suitable learning experiences planned to enable the children to catch up.

Quality of teaching, learning and assessment is good

Children are engaged, motivated and enthusiastic learners. They relish choosing resources from the wide range of good quality equipment. However, resources to promote early writing skills are not always easily available. The childminder knows each child's stage of development particularly well. This allows her to plan activities that ensure children continue to make good progress. The next steps in each child's development are noted and shared with parents to ensure that they are kept fully informed of their child's development. Children are confident communicators and some have a very good grasp of vocabulary. For example, they talk about hair being 'blonde.' The childminder extends this learning further by regularly introducing new words such as 'camouflage'. Professional development of all staff is highly valued and promoted through attendance on training courses. This has a positive impact on practice, ensuring the quality of teaching is good.

Personal development, behaviour and welfare are good

Children have very positive and secure relationships with the adults who care for them. They are confident, secure and settled at the setting and they easily approach adults for help and support. Children benefit from a healthy range of foods that they help to prepare for snack. Personal hygiene is promoted well. Older children know that they need to wash their hands before eating and the childminder reminds younger children about this by talking about germs that they need to get rid of. Children are constantly praised for their achievements. Risk assessments of the environment are continually carried out during the day and steps taken to minimise any hazards to children, for example, as the assistant removes sand from the wooden flooring.

Outcomes for children are good

Children are well prepared for the next steps in their learning and make very good progress in relation to their starting points. Children's communication skills are developing very well. They are confident in making their needs known, communicate clearly and respond to simple questions due to the childminder listening and responding to them. Older children are beginning to recognise letter sounds and the childminder provides a comprehensive 'overview' of each child. This ensures that when children move on to other settings, the adults working with them gain a secure understanding of their stage of development and can quickly help them to make further progress.

Setting details

Unique reference number	EY416523
Local authority	Durham
Inspection number	1100675
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 18
Total number of places	12
Number of children on roll	20
Name of registered person	
Date of previous inspection	2 May 2017
Telephone number	

The childminder registered in 2010 and lives in Leadgate near Consett. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with assistants at the provision and provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 3

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

