

# Childminder Report

**Inspection date**

15 November 2017

Previous inspection date

24 April 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 quality of the childminder's teaching is good. She uses her knowledge and expertise well to support children to make good progress in their learning.
- Good arrangements are in place to review the progress children make over time. This helps the childminder identify where children may require additional help and plan targeted improvements to narrow gaps in their learning.
- The childminder has a sensitive and caring manner. She offers children plenty of attention, praise and encouragement. Children demonstrate that they feel valued and they are developing high levels of self-esteem.
- The childminder helps children to develop their independence and self-care skills. They engage positively in routines, such as washing their own hands and using the toilet independently.
- The childminder is proactive in developing partnerships with external professionals who may also be involved in supporting children's needs.

### It is not yet outstanding because:

- Some activities provided to develop children's early reading skills are not precisely focused on their stage of development and level of understanding.
- The childminder does not consistently make the best use of outdoor learning opportunities to support children who prefer to explore and investigate in an outdoor environment.

## What the setting needs to do to improve further

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

- provide even more opportunities to help develop children's early reading skills that are finely tuned to their age and stage of development
- extend opportunities for children who prefer to play outside to develop their explorative and investigative skills even further.

### 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

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has enhanced her knowledge of child protection procedures recently through training. She has a thorough understanding of signs and symptoms that may indicate a child is at risk of harm. She knows how to act and who to contact should she have any concerns regarding a child's welfare. The childminder's home and garden area are safe and secure. Effective arrangements, such as padlocks, are fitted to gates and cupboards to help keep children protected at all times. The childminder reviews many aspects of her provision. She has recently returned to childminding and is keen to develop her service to support children's outcomes over time. For example, she has plans to develop her garage area to provide more learning opportunities for children.

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

The childminder helps children to develop their mathematics skills as they play. For example, children enjoy a fishing game where numbers are depicted on the bottom of wooden shapes. The childminder helps children to recognise the numbers, particularly those from one to five. Children concentrate well during creative activities. They thoroughly enjoy accessing resources, such as animal stickers, and name the different creatures they can see. They make comments, such as, 'This is a sea turtle'. The childminder responds well to this and helps extend children's knowledge by offering further explanations. Parents are encouraged to be involved in children's learning. They contribute towards the childminder's on-entry assessments to help establish what children already know and can do. This helps promote children's good progress from the outset.

### Personal development, behaviour and welfare are good

Children settle quickly into the childminder's friendly home environment. Although only attending for a relatively short time, children show increasing levels of confidence as they interact with the childminder. They are motivated and join in with the activities she provides and begin to develop a positive relationship with her. High-quality information is gathered from parents when children first start attending. This helps to provide continuity in children's care routines, such as their sleep patterns or any specific medical needs they may have. Children begin to develop an understanding of behavioural expectations in the childminder's home. She shares the strategies she uses with children's parents and their school teachers to maintain a joint approach to supporting them.

### Outcomes for children are good

In the short time children have been attending, they are beginning to show signs of making good progress, particularly in their personal, social and emotional development. Children listen to and follow simple instructions when they engage in activities with the childminder. They begin to use more complex sentences when talking, explaining what they are doing or recalling past experiences. This helps children develop the key skills they need in readiness for school.

## Setting details

<b>Unique reference number</b>	EY469388
<b>Local authority</b>	Durham
<b>Inspection number</b>	1102792
<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>	3 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 April 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Consett, County Durham. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

