

# Childminder Report

**Inspection date**

21 November 2017

Previous inspection date

2 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 childminder establishes good relationships with parents from the start. She keeps parents well informed of their children's progress through daily diaries and opportunities to look and contribute to their learning journals.
- The childminder minimises risks within her home and supervises children closely to help to ensure their safety and well-being.
- The childminder provides some planned activities and also allows children time to explore and investigate on their own. She interacts warmly with them and joins in with their play. Children enjoy music and movement activities which help to promote their physical, social and communication and language skills well.
- Children build close attachments with the childminder, who supports their emotional well-being effectively. They seek comfort and reassurance from her and are keen to include her in their play. Children show that they feel safe and secure in her care.
- The childminder evaluates the setting well. She sets targets for future development. She aspires to continually improve and maintain at least good standards.

### It is not yet outstanding because:

- The childminder does not always make the very best use of the information gained from her observations of children's play to help assess their progress even more precisely.

## What the setting needs to do to improve further

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

- make the very best use of the information gained from observations to help to assess children's progress more precisely so that they are highly challenged to make rapid progress in all aspects of their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 discussion with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

### Inspector

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge about how to keep children safe. She supervises them vigilantly at all times and knows what to do if she is concerned about a child's welfare or if they are at risk of harm. The childminder takes responsibility for keeping up to date with latest legislation. For example, she has carried out research about how to recognise and support children and families who may be at risk of exposure to extreme behaviours or views. She communicates well with staff at other settings to help to complement children's learning. The childminder uses self-evaluation effectively. She gains the views of parents' and children to make improvements. For instance, following parents feedback she has extended her working day to accommodate their changing needs.

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

The childminder gathers relevant information from parents before children start. Overall, she uses this knowledge and her own observations to provide a well-planned learning environment with activities that interest children. The childminder interacts well with children, showing enthusiasm as she participates in their play. For example, she supports children to explore their creativity. They focus for a considerable time and learn new skills, such as how to use glue sticks and how to spread colourful glitter. The childminder demonstrates how to use equipment and gives children enough time to practise for themselves. Children are keen communicators and the childminder supports their language skills well. She engages children in conversation, rephrases words so that they hear the correct pronunciation and introduces new words.

### Personal development, behaviour and welfare are good

Children are very happy and settle quickly in the homely environment with the caring childminder. The childminder encourages children to be independent in their self-care routines so that they are well prepared for nursery and school. Children understand what is expected of them and behave well. The childminder offers plenty of praise and encouragement to promote children's confidence and raise their self-esteem. The childminder supports children to learn about healthy lifestyles. They enjoy physical play in the fresh air and learn to make healthy choices of food and drink. Children know the routines of the day and develop good hygiene practices as they wash their hands before snack and after using the toilet.

### Outcomes for children are good

Children make good progress and are developing the necessary skills for the next stage in their learning, such as school. They are eager to join in with the activities, make independent choices and show good levels of curiosity and interest. Children's early mathematical skills are emerging well. As they play, they are beginning to count, match and recognise colours and shapes. Children learn how to socialise and make friends when they visit different groups and meet with other children.

## Setting details

<b>Unique reference number</b>	EY309967
<b>Local authority</b>	Durham
<b>Inspection number</b>	1102017
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 April 2014
<b>Telephone number</b>	

The childminder registered in 2005 and lives in Brandon, County Durham. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare 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](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

