

# Childminder Report

**Inspection date**

16 January 2018

Previous inspection date

12 December 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 builds very effective partnerships with parents and carers. She communicates with them regularly about their children's experiences and progress. Parents compliment and value the quality of care and support that she provides.
- The childminder has a good understanding of the individual interests of the children in her care. She plans enjoyable and stimulating activities which engage children well. All children make good progress in their learning.
- Children's behaviour is very good. The childminder is a positive role model. She provides plenty of praise and encouragement to help support children's confidence and sense of self-esteem. Children learn to share and be kind to each other, and they demonstrate excellent manners.
- The childminder provides a warm and welcoming environment, where children are settled and happy. Children build strong attachments to the childminder and to each other.
- Children regularly attend local groups in the community, where they learn to socialise in preparation for their eventual move on to nursery or school.

**It is not yet outstanding because:**

- In her eagerness for children to learn, the childminder does not consistently support them to lead their own play and use their unique creative ideas and thoughts.
- The childminder does not sharply focus her programme for professional development to help enhance her knowledge and skills, and raise outcomes for children even further.

## What the setting needs to do to improve further

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

- enhance opportunities for children to lead their own play and develop their individual ideas, creativity and thinking skills
- target the plan for professional development to further enhance the quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact of this on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at a sample of documentation, including evidence of the suitability of adults living in the household.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents in written feedback provided.

### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure understanding of how to identify and report any concerns about the welfare of children in her care. She completes training covering a range of safeguarding matters to help support her in her role. The childminder continuously checks on children's progress. This helps her to identify any gaps in their development and address these with additional support. The childminder meets regularly with other childminders and local authority representatives to help update her knowledge of any changes to legislation. She understands the importance of working in partnership with other professionals to help meet children's individual needs. The childminder reflects thoughtfully on her practice and takes into account the views of parents and children.

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

The well-qualified childminder uses her observations to make accurate assessments of children's learning and to inform planning to meet their interests. The childminder provides an ongoing commentary for children's play to help support the development of their language skills. She links their play activities to past experiences. For example, the childminder talks about their recent visit to a local farm, while children enjoy playing with a variety of model farm animals. Young children enjoy exploring and investigating a range of materials using all of their senses. They delight in making marks in oat flakes spread across the floor. The childminder introduces and repeats vocabulary, such as 'scoop, scoop, scoop', as they dig in a large tray containing the cereal. She spontaneously sings familiar nursery rhymes and encourages children to copy and repeat new words and to join in with refrains.

### Personal development, behaviour and welfare are good

The childminder tailors settling-in sessions for individual children and their families. She works closely with parents to establish children's likes and dislikes, care needs and routines from the start. She uses this information to help them to settle quickly and well. The childminder has high expectations of children's behaviour and sets clear rules and boundaries. Children show a strong sense of belonging. They willingly help with tidying away resources. The childminder provides plenty of opportunities for exercise outdoors in the fresh air, such as visits to the local park and regular walks in the local community. This helps children to develop their physical skills and to stay healthy.

### Outcomes for children are good

All children make good progress from their starting points and enjoy learning. They show an eagerness to join in with play activities. Children concentrate for significant long periods, relative to their ages. For example, they persist when building with colourful, wooden bricks until they are successful in creating a tower. They show growing self-assurance in social situations, including at playgroups and when meeting new visitors to the childminder's home. Children develop a range of skills that helps to prepare them well for their future learning, including for nursery or school.

## Setting details

<b>Unique reference number</b>	313835
<b>Local authority</b>	Durham
<b>Inspection number</b>	1103635
<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 - 11
<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>	12 December 2014
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Chester le Street, County Durham. She operates from 7am to 6pm, Monday to Friday, for 48 weeks of the year. She holds a childcare qualification at level 3.

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