

Childminder Report

Inspection date

26 March 2018

Previous inspection date

3 December 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 creates a nurturing, calm and cheery atmosphere. She forms very close relationships with all children, providing them with a great deal of care. These help children to feel welcome, valued and comfortable in their appealing surroundings.
- The childminder and her assistants draw on each other's strengths to create a diverse team. Their positive interventions help children to flourish into confident, independent and motivated learners who show a desire to learn, develop and achieve. These prepare children well for their next phase in learning, including school.
- The well-qualified childminder shows a high aspiration to improve. Self-evaluation and customised training and research evolve from the needs of the children being cared for and are focused intently on providing high-quality care and learning to children.
- The dedicated childminder observes children closely to tune in to what they know and enjoy. Her engaging learning themes are well planned and help to sustain children's interest and build on their current skills and abilities. Children make good progress.

It is not yet outstanding because:

- Although tracking is used well to secure timely interventions, the childminder has not found more successful ways to work together collaboratively with other professionals.
- Occasionally, the childminder does not help children to gain a deeper understanding of how their actions affect others.

What the setting needs to do to improve further

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

- work together more collaboratively with health professionals and tailor children's individual learning plans more precisely to help them make rapid progress
- build on the good teaching techniques used and help children to gain a greater understanding of the impact that their actions have on others to further advance early friendships.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder, one of the childminder's assistants and children at appropriate times during the inspection.
- The inspector and the childminder jointly evaluated an activity.
- The inspector looked at evidence of suitability, policies and procedures, health and safety documents, children's assessment records, the childminder's self-evaluation document and qualification and training records for the childminder and her assistants.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent reference letters.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistants have a good understanding of the procedures to follow to protect children's welfare. They are vigilant. Detailed risk assessments take account of factors, such as children's specific medical needs and careful steps are taken to eradicate any potential hazards. For example, in response to children's allergies to nuts, the childminder creates a nut-free zone within her home to help keep all children safe. The childminder uses her expert knowledge to coach her assistants and help them build on their effective interactions with children. She is confident to feedback what they do well and what needs to improve. The childminder listens perceptively to children and acts on their views. For example, the layout of the environment has been redesigned to best suit the needs of the children attending. This has a positive impact, helping them to feel more at home, calmer and confident in the homely surroundings.

Quality of teaching, learning and assessment is good

High-quality observations and assessments clearly capture children's achievements and identify what they need to learn next. The childminder provides exciting experiences that promote children's strong exploratory impulse. For example, children are intrigued by new experiences, such as an Easter-themed table and maintain attention for prolonged periods. The childminder's high-quality interventions encourage children to explore using their senses, repeat new words and gain an awareness of pre-positions. Thoughtful techniques, such as encouraging children to observe the marks they make in custard, help children to develop their early writing skills. The childminder expertly engages parents in their children's learning in the setting and at home.

Personal development, behaviour and welfare are good

Children are very happy and settled in the inspiring environment. Settling-in procedures are supportive. The childminder is highly responsive to children's physical needs. For example, she is alert to signs when children are tired and provides equipment, such as special comfort chairs, to help them to relax and unwind. Innovative experiences, such as woodland walks, help children to connect with their natural world. The childminder's adept techniques encourage children to observe different features, such as beams of light shining through the trees. These help to spark children's innate curiosity and imagination. New experiences, such as three-minute workouts, help promote children's good health.

Outcomes for children are good

All children, including those who are working below in some aspects appropriate for their age, make consistently good progress from their starting points. Young children have a strong exploratory impulse. They listen to the sounds that different musical instruments make and link together different approaches, such as tapping a drum and shaking bells. Older children demonstrate a positive attitude to learning. They persevere when developing new skills, such as when connecting construction materials together. Children enjoy making their own choices and respond to some boundaries with support.

Setting details

Unique reference number	550143
Local authority	Durham
Inspection number	1103896
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	18
Number of children on roll	12
Name of registered person	
Date of previous inspection	3 December 2014
Telephone number	

The childminder registered in 2001. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3. She works with two assistants, one of whom she works with on a daily basis.

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