

# Childminder Report

**Inspection date**

19 June 2018

Previous inspection date

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 and her assistant are welcoming and develop very positive relationships with the children and their families. Children's sense of well-being and belonging is strong.
- Children make good progress from their starting points. They demonstrate a positive approach to play and learning and are well prepared for starting nursery and school.
- The childminder is skilful in helping children to become independent and make decisions. For example, she encourages and supports them to manage their personal care, put on their shoes and decide what they want to play with.
- The childminder effectively uses risk assessments for the home, garden and outings in order to keep children safe. Children are appropriately supervised at all times. The childminder and her assistant work well together to ensure routines, such as preparing lunch, are well managed and that children's care is consistently effective.

### It is not yet outstanding because:

- The childminder has not considered how she can further develop the good assessment systems to enable children to make even better progress in their learning.
- The childminder does not consistently take advantage of her good partnerships with parents and other settings to maximise children's learning at home and in other settings that they attend.

## What the setting needs to do to improve further

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

- make even better use of assessments to extend children's progress and achievement further in all aspects of their learning
- build on the good partnerships with parents and other settings that children also attend to ensure a fully shared approach to children's learning, to help children make the best possible progress.

### Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact these had 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 and working 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

Lindsey Pollock

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a clear understanding of the procedures to follow if she has a concern about a child. She is a qualified practitioner and completes further training to help her to keep her policies and procedures up to date. She monitors the work of her assistants well and supports and coaches them by modelling good-quality care and teaching strategies. To evaluate her provision, the childminder reflects on her practice and asks parents for their views on the quality of care provided for their children. Parents are extremely complimentary about the care their children receive.

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

The childminder is experienced and uses her good knowledge of child development to help her to plan for children's learning. The childminder and her assistants promote children's communication and language skills well. For example, they use lots of conversation, rhymes and songs to develop and build children's vocabulary. The childminder challenges children's learning to help them expand on what they already know. For example, when children count confidently up to five objects, she encourages them to count beyond this. She helps them to learn the names of shapes as they play and uses mathematical language well as she converses with them.

### Personal development, behaviour and welfare are good

Children's behaviour is managed well. The childminder and her assistant support them to be kind to each other, share toys and take turns. Children are given lots of praise and encouragement for their contributions and efforts. This helps to promote their confidence and helps them to develop a can-do attitude to learning. Childcare areas are maintained to a good standard. Effective hygiene arrangements are in place to help to prevent the spread of infection. Children are supported to develop a good understanding of personal safety and risks. For example, the childminder and her assistants encourage children to learn about using equipment properly while playing on the slide and manoeuvring wheeled toys around the garden.

### Outcomes for children are good

Children are confident communicators. Younger children interact well through noises and gestures and older children have wide ranging vocabulary. They are eager to ask and answer questions and have a desire to try new things. As they get older they express themselves well and are able to retell past events in great detail. For example, they talked about their Grandma's birthday, described her cake and how many candles there were on it. They remember exciting activities that they have enjoyed with the childminder, such as celebrating the royal wedding and trips and outings they have had.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY535568  |
| <b>Local authority</b>             | Durham  |
| <b>Inspection number</b>           | 1055407   |
| <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>       | 0 - 11  |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 6   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable  |
| <b>Telephone number</b>            |   |

The childminder registered in 2016 and lives in Ferryhill. She operates her provision from 7am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. She holds an early years qualification at level 3 and works with assistants. She provides funded early education for three- and four-year-old children.

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