

Childminder Report

Inspection date

3 July 2018

Previous inspection date

27 November 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 provides children with a wide range of interesting and fun learning experiences. For example, children enjoy regular outings in the local community, where they are physically active, meet new people and develop their social skills.
- Partnerships with parents are effective. The childminder communicates with them daily to keep them updated about children's activities and care routines. This helps to support a consistent approach between home and the setting.
- The childminder is a positive role model. Children form strong bonds with the childminder. She provides clear boundaries and expectations for children about what is acceptable behaviour. Children respond positively by behaving well.
- Children freely choose from a broad range of easily accessible resources. They enjoy leading their own play. The experienced childminder interacts strongly with children during activities, skilfully asking questions to help extend their learning. All children make good progress.

It is not yet outstanding because:

- The childminder carefully observes and assesses children's development. However, she does not consistently use this information to target teaching precisely to help children make rapid progress.
- Although the childminder establishes positive relationships with parents, she does not gather a wealth of information about children's achievements at home at the start.

What the setting needs to do to improve further

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

- enhance the use of information gathered from observations and assessments of children's learning to identify further ways to help them make the best possible progress
- strengthen the collection of information from parents about what children know and can do when they first start at the setting.

Inspection activities

- The inspector observed the quality of teaching activities, indoors and outdoors, and the impact of these on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked at documentation, including policies and procedures and self-evaluation.
- The inspector took into account the views of parents expressed in written feedback.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is secure in her knowledge of what to do if she were to have any concerns about the welfare of a child. She supervises children well at all times. The childminder regularly attends training to help update her knowledge. She meets with other childminders to share ideas and practice. There are good partnerships with other settings that children attend, including an effective two-way exchange of information about their progress. Parents comment positively about the care that the childminder provides and their children's enjoyment of activities. The childminder considers the views of parents when making any changes to her provision.

Quality of teaching, learning and assessment is good

The childminder places a strong emphasis on supporting children's communication and language skills. She talks to children during their play to help them build on their vocabulary. Children are excited to join in with activities led by the childminder and those they choose for themselves. For example, they show sustained concentration as they identify initial letters and sounds illustrated on jigsaw pieces. The childminder praises children as they try hard to fit the pieces together and offers them guidance so that they succeed. This helps them to build on their good early literacy skills and practise their small-muscle skills.

Personal development, behaviour and welfare are good

The environment is warm, homely and welcoming. The childminder offers tailored settling-in sessions and gathers information from parents about children's likes, dislikes and routines. This helps children to settle quickly and well. The childminder offers plenty of praise and encouragement and children are happy to 'have a go' at new activities. Children show a strong sense of belonging and enjoyment in their surroundings. For example, they giggle as they play and approach the childminder for cuddles and reassurance. The childminder involves children in local groups where they find out about similarities and differences between themselves and others. Frequent outdoor play and visits to the local park support children to practise their physical skills.

Outcomes for children are good

Children gain the necessary skills in preparation for their future learning, including the eventual move to nursery and school. They show an eagerness to learn and concentrate for significant periods of time relative to their age. Children form firm friendships. They practise their early mathematical skills, for example, when counting beads as they thread these onto strings. Children develop their mark making skills, in preparation for writing, for example, they use brushes to paint with water on outside walls and create patterns in the sand.

Setting details

Unique reference number	313739
Local authority	Durham
Inspection number	1103634
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	27 November 2014
Telephone number	

The childminder registered in 1994 and lives in Spennymoor. She operates all year round from 7.30am until 5.30pm, except for bank holidays and family holidays. The childminder delivers funded early education for two- and three-year-old children. She holds an appropriate qualification at level 3.

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