

Childminder report

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| Inspection date | 4 October 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of 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

The provision is good

- The well-qualified childminder has a good understanding of how children learn. She provides a wide range of interesting and challenging activities and children are eager to explore.
- The childminder develops strong emotional bonds with children from the start. Children are happy, settled and the childminder is caring and attentive to their needs. Children thoroughly enjoy the childminder's company and are eager for her to join in their play. They show confidence and high levels of self-esteem.
- The childminder develops effective partnerships with parents. She uses a range of ways to communicate with them and share information about their children's care and learning. Parents are complimentary about the childminder and the service that she provides.
- The childminder is committed to improving her own professional development. She makes very good use of training and local networks to develop her knowledge and skills. This helps her to enhance activities for children such as complementing certain stories with relevant activities in the garden.

It is not yet outstanding because:

- The childminder does not fully extend partnerships with other settings where children attend, to encourage continuity in learning and to strengthen the planning even further.
- Although the childminder evaluates her provision really well overall, she does not consistently involve parents, to improve outcomes further for children.

What the setting needs to do to improve further

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

- strengthen partnership working with other settings that children attend, to provide a more consistent approach to children's learning and development
- provide more opportunities for parents to give their views on the setting, to contribute towards its continual improvement and help raise outcomes for children to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector had a tour of the premises and spoke to children during the inspection.
- The inspector took account of the views of parents through written and verbal feedback.

Inspector
Lynne Pope

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection, including any signs that would give cause for concern. She is clear about the procedures to follow to report any welfare concerns. She checks the environment on a daily basis to make sure it remains a safe place for children to play. The childminder knows the children well and understands how they learn and develop. She makes regular assessments of what children know and can do and she recognises any gaps in their development. The childminder swiftly acts to tailor play experiences to further support these areas. She completes a written summary showing children's developmental progress between the ages of two and three years. She shares this with parents and health professionals, supporting consistency in promoting good outcomes for children.

Quality of teaching, learning and assessment is good

The childminder promotes children's language and communication skills well. Children thoroughly enjoy conversing with the childminder who takes time to share their ideas, interests and experiences. Outdoors children become independent in choosing what they would like to do, for example they fill a bucket with water from the water butt and use large brushes to make marks on the flags. This helps to develop their early writing skills. Children particularly enjoy messy activities. They mix sand, water, twigs and feathers in a bowl at the mud kitchen and pretend that it is soup. The childminder introduces mathematics into everyday activities, for example, at snack time she asks children how many grapes they would like and they say three and four. When playing with some cards children count how many they have got up to 10.

Personal development, behaviour and welfare are good

Children's behaviour is very good. The childminder is a good role model. She speaks to children respectfully and praises and encourages them in their achievement. Children learn to share and take care of resources. They use good manners and are beginning to learn about the needs of others. Children have access to plenty of toys and resources in the childminder's home and garden to promote their learning. Children learn to play cooperatively together, for example, they seek each other out and follow each other when playing with the push-along vehicles outside. The childminder encourages children to be independent with their self-care skills. An example of this, is how they learn to replace their clothes after using the potty or toilet and wash and dry their hands.

Outcomes for children are good

Children make good progress from their starting points. They are engaged and eager to learn. Children concentrate for long periods of time, relative to their age. They are confident when meeting visitors to the childminder's home and happily invite them into their play. Children effectively acquire the necessary skills to prepare them for their next stage in learning, including nursery and school.

Setting details

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| Unique reference number | EY536528 |
| Local authority | Durham |
| Inspection number | 10077214 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | Not applicable |

The childminder registered in 2016 and lives in the Willington area of Crook, County Durham. She operates all year round from 8am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

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