

Childminder report

Inspection date	12 December 2018
Previous inspection date	23 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- The childminder has made significant developments to her practice since the last inspection that improves outcomes for children.
- The childminder involves parents in their children's learning. For example, they talk about children's activities and interests, which helps provide a shared approach to extend children's learning both at home and with the childminder.
- The quality of teaching has improved. The childminder has a better understanding of how to use daily play activities at home to build on children's interests and support their learning.
- Children have a warm and close attachment to the childminder. She is successful in supporting children's emotional development. She cuddles them and praises them, building on their developing self-esteem well.
- Good attention is paid towards keeping children safe. The childminder supervises children well.
- The childminder does not consistently focus the experiences and activities she provides enough on what children need to learn next to help them make the best possible progress.
- The childminder is yet to put in place effective arrangements to support children who are ready to progress with their toilet training.
- The childminder does not routinely seek the views of parents to help her evaluate the quality of her provision and identify priorities for improvement.

What the setting needs to do to improve further

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

- make the most of what is known about individual children's learning so that specific areas of development can be targeted, to help them make rapid progress
- improve children's independence and readiness for school by implementing a consistent approach to support their toilet training
- improve the self-evaluation process and include the views and suggestions from parents to help identify strengths and weaknesses to drive improvement.

Inspection activities

- The inspector toured the areas of the childminder's home that are accessed by children.
- 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 at appropriate times during the inspection.
- The inspector looked at a range of documents that the childminder uses to support her practice. She looked at evidence of suitability checks carried out on persons living at the address.
- The inspector spoke with children during the inspection.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of leadership and management is good

The childminder has worked closely with the local authority advisor to successfully address the actions from her last inspection. She has significantly improved her knowledge, particularly around supporting children's learning and monitoring their progress. Safeguarding is effective. The childminder has made sure that her knowledge is up to date and in line with current guidance. For example, she has completed safeguarding training and several online courses. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she is concerned about a child. The childminder creates a safe space for children. She checks her home every morning prior to children's arrival, and takes steps to minimise any risks.

Quality of teaching, learning and assessment is good

The childminder regularly observes children's learning and knows them well as individuals. Overall, she uses her good knowledge of children's interests and development to help plan activities to encourage further progress. Children are eager to explore and happily choose items to play with. The childminder follows children's lead and interacts well with them to support their learning. She encourages children's mathematical development effectively. For example, she teaches children to count and younger children learn to identify and name colours. The childminder successfully promotes children's communication and language. For example, she introduces new vocabulary and repeats simple words and sounds for younger children.

Personal development, behaviour and welfare are good

The childminder works well with parents to develop a similar routine to home so children settle quickly. She adopts a positive approach to managing behaviour to help foster children's self-esteem. The childminder praises children's efforts and achievements and offers clear explanations as children learn to show consideration for others, share and take turns. Children are offered regular meals and snacks that are healthy and nutritious. They enjoy a range of outings, such as going to toddler groups and soft-play venues, where they have space to run, climb and explore. Children learn about keeping themselves safe, for example, as the childminder gently reminds them to clear away some of the toys on the floor before they get more out. The childminder regularly joins up with other childminders and their children, at toddler groups and during outings. This helps to support children to develop good social skills.

Outcomes for children are good

Children make good progress. Toddlers use good imagination as they play. For example, they enjoy role-play activities, such as caring for a baby doll. Young children are happy and demonstrate high levels of confidence as they explore the environment and independently choose what they would like to do. They show an awareness of the need for good hygiene routines, such as wiping their nose and washing their hands. Children are learning about the similarities and differences between themselves and others. For instance, they are aware of the different eye and hair colours they have. Children develop key skills to prepare them for their next stage of learning, including starting school.

Setting details

Unique reference number	953196
Local authority	Durham
Inspection number	10079537
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 13
Total number of places	6
Number of children on roll	11
Date of previous inspection	23 May 2018

The childminder registered in 2001 and lives in Peterlee, County Durham. She cares for children all year round from 7am to 8pm, Monday to Friday, except for bank holidays and family holidays.

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