

Childminder report

Inspection date	25 January 2019
Previous inspection date	8 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 knows the children in her care very well. Children develop a secure bond with the childminder who is consistently warm and caring towards them.
- Children are confident to explore as they play in the childminder's welcoming home. They are able to select from resources that interest them. Children are motivated to play and learn and make good progress in their learning.
- The childminder helps children to behave well. She patiently talks with children who respond readily and follow simple instructions. For example, the childminder asks children to wipe clean chairs to sit on at snack time and they happily cooperate. She praises the efforts that children make to complete tasks and their achievements as they learn.
- Partnerships with parents are effective. The childminder uses a range of strategies to ensure a frequent two-way exchange of information with parents that supports a consistent approach to children's care and learning.
- Children regularly enjoy walking and running outdoors in the fresh air which helps to promote their good physical development. They visit local playgroups and other childminders' homes where they learn to mix with other children.
- The childminder does not have a sharply targeted programme of professional development to help ensure the continuous improvement of the quality of teaching and learning, such as strategies for extending even further children's communication and language skills.

What the setting needs to do to improve further

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

- focus the programme for professional development precisely, for example, by enriching the range of strategies for the teaching of communication and language skills.

Inspection activities

- The inspector observed the quality of teaching activities and assessed the impact of these on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector completed an evaluated activity with the childminder.
- The inspector looked at documentation, including evidence of the suitability of adults living at the premises.
- The inspector took into account the views of parents on the day and in written feedback.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder uses risk assessment well to help ensure the safety of children, including on outings into the community. Comprehensive policies and procedures are implemented fully and this helps her to meet the needs of the children in her care. The childminder completes safeguarding training to refresh and update her knowledge. She reflects on the quality of her provision and takes into account the views of parents and children. The childminder uses this information when she considers making changes, such as improvements to her planning processes. She communicates regularly with other settings attended by children and this helps to support a consistent approach to their care and development.

Quality of teaching, learning and assessment is good

The childminder carries out accurate observations and assessments which help her to identify and address any gaps in children's learning. She shares regular progress reports with parents and encourages them to continue learning at home. The childminder provides a range of appropriate activities for children in line with their interests. For example, she uses a collection of animal figures to motivate young children to name colours and practise their early mathematical skills, such as counting to five. Children choose their favourite books to share with the childminder and eagerly turn the pages to discover the next picture. This helps to prepare them for their early reading and literacy skills.

Personal development, behaviour and welfare are good

The childminder tailors settling-in periods carefully to meet the needs of children. She collects relevant information from parents at the start. The childminder uses this to help her to settle children quickly and plan effectively to meet their needs from the outset. Parents are complimentary about the variety of activities that the childminder provides for their children, including arts and crafts and exploring and investigating outdoors to help them to understand more about the world around them. Children have fun and are happy in the childminder's home. They learn about how to look after their own safety. For example, the childminder teaches them how to cross roads in the local community.

Outcomes for children are good

Children acquire the skills that they need for their future learning and the eventual move on to school. They practise their independence skills during daily routines which helps to build their self-esteem. For example, young children clean their own hands and feed themselves at snack time. Children benefit from playing alongside others and finding out about the similarities and differences between themselves and others. They learn to use good manners and are polite and helpful.

Setting details

Unique reference number	EY431557
Local authority	Durham
Inspection number	10062717
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 July 2015

The childminder registered in 2011. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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