

Childminder report

Inspection date	31 January 2019
Previous inspection date	16 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

- Children are happy and confident in the childminder's care. They comment that they enjoy coming to the childminder and seeing their friends. They enjoy baking with her and look forward to their day trips out during the school holidays.
- The childminder manages children's behaviour well. She has clear behavioural expectations, which she consistently reinforces. She works effectively with parents to develop a consistent approach to managing children's behaviour.
- The quality of teaching is good. The childminder confidently plays alongside children and seizes opportunities to strengthen their learning further.
- Children make very good progress in communication and language. Young children are incredibly articulate. They listen carefully, ask questions and engage in conversations with the childminder.
- The childminder knows children well. She identifies where children are in their learning and plans activities to support their learning further. She ensures children develop a good range of skills to support their next stage in learning.
- The childminder is committed to her own professional development. She has recently strengthened her understanding of how to recognise and plan for children's interests. She has shared this information with parents to develop consistency in supporting children's learning.
- The childminder does not consistently encourage parents to share information with other professionals, such as health visitors, who may be involved with children's learning.
- Occasionally, some early writing activities are not appropriate for children's stage of development.

What the setting needs to do to improve further

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

- strengthen the arrangements for exchanging information with external health professionals who may also be involved with the children, to provide a more consistent approach to supporting children's individual learning needs
- ensure that early writing activities consistently support children's stage of development.

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 spoke to children during the inspection.
- The inspector took account of the views of parents and children through written feedback provided.

Inspector

Elizabeth Fish

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of the signs and symptoms that may indicate possible abuse to children. She knows who to contact should she have any concerns about a child's welfare. The childminder monitors children's learning and identifies areas where further support is needed. She evaluates her provision and identifies areas where she could improve further. She works with parents effectively and uses a range of methods to share information about their children's learning. The childminder builds on children's learning from school. For example, she plans activities to help reinforce work on letters and the sounds they represent.

Quality of teaching, learning and assessment is good

The childminder recognises the importance of children learning through play. She plans her learning environment to support children's interests and to build on what they need to learn next. Children are engaged and motivated to learn. For example, they took their toys to the area set up as a vets. They confidently selected the equipment and tools to check their toy dog's ear and temperature. The childminder skilfully extended children's learning. For example, she encouraged counting as children phoned the vets and paid the bill. The childminder ignites children's natural curiosity. Children listen intently as she talks to them about nocturnal animals or explains how her tortoise is kept warm. Good questioning encourages children to express their own thoughts and ideas. For example, they confidently explain to the childminder how they could make a sleeping bag to keep the tortoise warm.

Personal development, behaviour and welfare are good

Children settle quickly into the childminder's care. They clearly enjoy spending time with her. They demonstrate this as they invite the childminder to join in their games. Parents comment that their children are treated as part of the family. They believe that the childminder really cares about their children's learning and development. Children are independent within the childminder's home. For example, they access the toilet independently and attempt to put on their own clothing, such as coats and shoes. The childminder helps children to understand about healthy eating and they enjoy a range of healthy snacks. Children talk about the types of food that are good for them and bad for them. They enjoy playing in the childminder's garden where there is ample space for energetic play. Children like playing in the sand or using wheeled toys.

Outcomes for children are good

Children make good progress overall, and sometimes make better than good progress. Children are enthusiastic learners. They confidently sing well-known nursery rhymes and join in with the key refrains and actions of other rhymes. Children count with numbers in order to 10 and beyond. They concentrate well and confidently choose and use resources to develop their play further. For example, they demonstrated this as they extended their play by fetching a shopping bag and a purse to pay the vets.

Setting details

Unique reference number	313883
Local authority	Durham
Inspection number	10062693
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	16 July 2015

The childminder registered in 1997 and lives in Burnopfield, Newcastle upon Tyne. She operates for 50 weeks of the year, Monday to Friday from 7am to 6pm. The childminder holds an early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

