

# Childminder report

<b>Inspection date</b>	11 March 2019
Previous inspection date	25 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provides children with a range of interesting activities which help them to make good progress. She is very attentive and responsive to their wishes. Children show enjoyment in their learning and are eager to interact with the childminder.
- The childminder promotes children's literacy and mathematical skills through play. Children make particularly good progress in these aspects of their development and acquire the skills they need for when they start school.
- The childminder has effective procedures to follow that help her to get to know children from the start. Parents are very happy with the level of care that children receive and the bonds shared between the childminder and their child. Children show that they feel safe and happy in the childminder's home.
- The childminder has developed good partnerships with other professionals and settings that children attend, such as school. She shares information about children's development with teachers to promote continuity of learning.
- The childminder is dedicated to providing good-quality care and learning for children. She regularly gathers feedback from parents and children to help her to evaluate her setting and responds effectively to make continual improvements.
- There are times when the childminder does not encourage children to think critically or share their ideas. This does not help children to fully extend their language skills.
- Occasionally, the childminder does not encourage children to take an active part in their own self-care or develop their understanding of the importance of healthy eating and good hygiene.

## What the setting needs to do to improve further

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

- provide children with opportunities which challenge them to extend their communication and critical-thinking skills
- support children to develop the highest levels of independence and build on their understanding of being healthy.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder.
- The inspector obtained written feedback from parents and took account of their views.

#### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is well qualified and experienced. She has a thorough knowledge of the requirements of the early years foundation stage and understands how to promote children's care and learning. The childminder accesses support from other professionals to help her to develop her skills and share good practice. She monitors the progress that children make using her observations of their play and plans activities to cover every aspect of their learning. Safeguarding is effective. The childminder talks to children about road safety and encourages them to be safe online. She has robust procedures to follow if she has concerns about children's welfare and knows how to act swiftly if she suspects children are at risk, for example, of female genital mutilation. The childminder uses her assistant for emergency incidents and discusses appropriate procedures with her to ensure that she knows what to do in this situation.

### Quality of teaching, learning and assessment is good

The childminder has an appropriate balance of child-led and adult-initiated activities to help children make good progress. For example, children enjoy exploring dough independently and the childminder engages with them to develop their imaginative skills. She waits until this play comes to a natural end before encouraging them to join in with new planned activities. Children are eager to take part and are motivated to develop new skills. For example, they thoroughly enjoy choosing the corresponding number of picture cards after they roll the dice and show accuracy using numbers as they count to 10. The childminder shares her observations of children's learning daily with their parents and they are very happy with progress children make. She gathers further information from them to learn about what children enjoy doing at home and uses this to contribute to their progress assessments.

### Personal development, behaviour and welfare are good

The childminder provides a warm, welcoming and safe environment for children. She is a good role model and uses praise regularly to help them to know what they have done well. This has a positive impact on children's behaviour and emotional well-being. Children learn about other places around the world in interesting ways. For example, they have postcards from other childminders and children in different countries and send Christmas cards around the world. This helps children to learn about other people and other places beyond their own community. The childminder ensures children have access to fresh air and exercise on a daily basis as they walk to schools and enjoy spending time at the local park.

### Outcomes for children are good

Children make good progress in relation to their starting points. Overall, they are working within the stages of development typically expected for their age. Children make very good progress in their literacy skills. For example, two-year-old children can recall and retell their favourite stories from memory and carefully turn the pages of paper books. Children develop effective social skills and have good levels of self-confidence and self-esteem.

## Setting details

<b>Unique reference number</b>	550071
<b>Local authority</b>	Durham
<b>Inspection number</b>	10062727
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	25 February 2016

The childminder registered in 2000. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children. The childminder is registered to work with an assistant.

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