

Childminder report

Inspection date	13 June 2019
Previous inspection date	28 August 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

- Overall, the childminder and her assistants provide children with a wide range of challenging and enjoyable learning experiences. This helps children to make good progress from their starting points.
- The childminder provides a welcoming and stimulating environment. Children have access to a wide range of interesting resources and they confidently make choices about their play.
- The childminder and her assistants form warm, close relationships with children, which support their emotional and physical care well. Children settle quickly in the home and are secure and confident learners.
- Partnerships with parents are strong. The childminder provides parents with regular updates on children's achievements. She works closely with parents to support children's progress and well-being.
- Children are beginning to learn about positive behaviour. They understand the expectations for behaviour and are starting to recognise the impact of their actions on their peers. The childminder and her assistants offer support and comfort, when children are upset.
- The childminder works closely with other professionals that are involved with children with special educational needs and/or disabilities. This helps children to make good progress based on their starting points.
- The childminder does not always pitch activities at the right development level to promote older children's early mark-making skills in preparation for writing.

What the setting needs to do to improve further

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

- make best use of opportunities that arise throughout the daily routine to extend older children's early mark-making skills in preparation for writing.

Inspection activities

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

Inspector
Lynne Pope

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures she and her assistants have an up-to-date knowledge of current requirements. They have a good understanding of how to keep children safe and report any concerns they may have about children's welfare. Children are further protected through robust and regular risk assessments of the childminder's home to make sure it is safe. The childminder uses self-evaluation accurately to develop her practice and raise the quality of the service she is providing. For example, she is currently developing her garden to make it a more interesting and safer environment for children who prefer to learn outside. The childminder makes sure that her assistants remain suitable people to work with children. She updates them on her policies and regularly discusses children's progress so that they all know what children need to learn next.

Quality of teaching, learning and assessment is good

Overall, the childminder monitors and tracks children's development and learning well. She provides an interesting environment where children play and learn. For example, children are excited to pop the bubbles blown by the assistant. They then attempt to blow bubbles for themselves and spend considerable time honing their skills. The childminder uses effective teaching strategies to help children learn how things work. For example, she shows them how to make sounds with the instruments. Children copy what she does, and they explore how the various instruments work.

Personal development, behaviour and welfare are good

Children have regular opportunities for physical exercise and take walks in the local area where they can explore nature. They recall a walk that they went on where they saw ducks and collected eggs. Younger children develop their walking skills in the spacious home environment. They learn how to pull themselves up on furniture and take their first steps. Older children learn how to throw and catch a ball. Children develop an understanding of food that is good for them. They enjoy healthy meals and discuss how walks and exercise are good for them.

Outcomes for children are good

Children gain the skills that prepare them well for the next stage of their learning and the eventual move on to school. For example, they are confident and keen to learn. They are very polite when speaking to visitors and they are happy to share resources. The childminder builds on children's early reading skills. For example, young children turn the pages as they look at books with the childminder. Older children start to look at books on their own and pick out their favourites for the childminder or her assistant to read to them.

Setting details

Unique reference number	EY479009
Local authority	Durham
Inspection number	10062721
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	18
Number of children on roll	9
Date of previous inspection	28 August 2015

The childminder registered in 2014 and lives in the Consett area of County Durham. She operates all year round from 6.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. She works with two assistants. The childminder holds an appropriate qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

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