

Childminder report

Inspection date	16 July 2019
Previous inspection date	13 July 2016

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's well-being is successfully nurtured. Children develop firm friendships with their peers. The childminder establishes warm and caring relationships with children. She is a very positive role model.
- Children choose from a wide range of stimulating resources and activities that support their interests and needs well. They have fun, such as when they delight in listening to the childminder read books to them in the story tent. Parents say that their children enjoy 'adventures' at the childminder's home. Children take the lead in their own play and learn to cooperate with each other.
- Partnerships with parents, other settings and professionals are effective. The childminder exchanges information with parents frequently so that all those involved in children's care are updated about activities and routines. This helps to create a consistent approach between home and the setting.
- The childminder sensitively and calmly reinforces boundaries to children. This supports them to be aware of her expectations. Young children begin to listen to rules and follow simple instructions. They behave well, relative to their ages.
- The childminder provides regular opportunities for children to socialise with others. For example, they attend weekly playgroups and go on outings to farms, beaches and parks. Children benefit from plenty of fresh air and exercise, which helps to promote their good physical development.
- The professional development programme for the childminder and her assistants is not sharply targeted on raising the quality of teaching further.
- The childminder has not consistently developed precise use of observation and assessment systems in order to help children to make rapid progress.

What the setting needs to do to improve further

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

- focus specifically on how professional development can be used to further strengthen the quality of teaching and learning
- make even better use of information from children's observations and assessments to promote the highest levels of achievement.

Inspection activities

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

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her role in helping to protect children from possible harm. She knows the procedures to follow should there be any concerns about children's safety. The childminder keeps her safeguarding knowledge, and that of her assistants, up to date within current guidelines and legislation. For example, she attends network meetings and finds out about wider child protection issues. The childminder reflects well on the quality of her provision, taking account of the views of parents and children to inform her planning for improvements. Parents comment that the childminder treats all children with dignity and respect and she supports each child's developmental needs.

Quality of teaching, learning and assessment is good

Children exhibit high levels of confidence during their play. They are eager to try out new things and have a go. The childminder praises children and encourages them to explore the interesting resources. She skilfully provides an ongoing commentary during activities and introduces new vocabulary. For instance, she talks about 'full' and 'empty' containers as young children add cereal to pots and pour it out again. Children enjoy singing songs with their friends and the childminder. They take part in the actions, for example, to show ducks swimming away and frogs hopping. This helps to build on their good language and communications skills. The childminder knows children well and provides activities that stimulate their senses and motivate them to learn. An example of this is when children move around and name model farm animals in a 'field' of oats and use toy tractors to scatter the material across the tray.

Personal development, behaviour and welfare are good

The childminder prioritises helping children to settle quickly and well in her care from the outset. She gathers and uses information about their routines, likes and dislikes and abilities from the start. This helps her to plan to meet their care needs appropriately. Children approach the childminder for hugs and show a very strong sense of belonging in her home. They learn to keep themselves safe. For example, young children carefully climb down a step into the garden, following the childminder's guidance. Children develop their independence skills. For instance, they feed themselves at mealtimes and try to put on their own shoes before playing outdoors. The childminder ensures that children learn about the similarities and differences between themselves and others, such as when they share books on these themes.

Outcomes for children are good

Children are developing well in preparation for their future learning and the eventual move to nursery and school. They demonstrate good concentration skills. Children use numbers spontaneously and learn to count, recognise shapes and compare sizes. They have opportunities to develop their mark-making abilities. Children practise their early literacy skills when they join in with the refrain from a familiar story, naming animals hidden behind flaps in the book.

Setting details

Unique reference number	EY423473
Local authority	Durham
Inspection number	10062740
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	18
Number of children on roll	20
Date of previous inspection	13 July 2016

The childminder registered in 2011 and lives in Consett, County Durham. She operates all year round from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs two childcare assistants on a part-time basis. She provides funded early education for three- and four-year-old children.

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