

Childminder Report

Inspection date

7 June 2017

Previous inspection date

2 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 well-qualified childminder observes children as they play and completes accurate assessments of their learning. She uses this information to help her identify what children need to learn next. This supports children to make good progress.
- The childminder has developed good partnerships with other settings children attend. She is proactive in sharing information and working together to promote children's learning and development.
- The childminder is effective in using opportunities to maintain her professional development. For example, she attends training courses and shares ideas with other professionals. She uses the new knowledge and skills gained to enhance children's learning.
- Children behave well. The childminder is a good role model. She speaks to children in a calm and respectful way, praising their achievements and encouraging them to share and use good manners.

It is not yet outstanding because:

- The childminder does not always provide an extensive range of opportunities for children to learn about people and communities beyond their immediate experiences.
- The childminder has not fully developed the self-evaluation of her practice to include the views of all parents.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about people and communities beyond their immediate experiences
- develop the self-evaluation process further and include the views of the all parents when identifying ways of continually improving the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching 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 all adults living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the written views of parents.

Inspector

Karen Tervit

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder maintains a safe environment and supervises children well. She knows the procedures to follow should she have concerns about any child in her care. Policies and procedures are updated to ensure that they comply with current requirements and underpin the childminder's good practice. Overall, the childminder reflects on her practice well. She has identified priorities for improvement, for example, she is developing the outdoor area as she recognises that some children learn best outside. The childminder monitors children's development effectively. She maintains a good overview of their progress, enabling her to quickly identify any gaps in their learning. The childminder forms effective partnerships with parents. She shares information about children's achievements and progress. The childminder offers advice to parents to help them guide their children's learning at home. This helps to maintain a consistent approach to children's care and learning.

Quality of teaching, learning and assessment is good

The childminder provides children with a wide range of interesting and exciting play opportunities. She gets down to children's level and joins in with their play. The childminder promotes the development of children's speech and language skills well. For example, she repeats words back to children so they hear the correct pronunciation, and introduces new words to increase their vocabulary. The childminder carefully follows children's lead and supports their interests. Children respond enthusiastically and show a willingness to try things for themselves. For example, children show good determination and persistence as they complete complex puzzles, turning the pieces until they fit.

Personal development, behaviour and welfare are good

Children's emotional well-being is successfully fostered. They have positive relationships with the childminder and her family and enjoy spending time with them. The childminder is highly attentive to children's individual needs. Children have many opportunities to be out in the fresh air, be active and engage in physical play. The childminder offers gentle reminders about the importance of sitting properly on chairs and negotiating the stairs correctly. This helps children learn how to keep themselves safe.

Outcomes for children are good

Children make good progress in their learning. They are confident and motivated learners. Children develop an interest in early literacy. For example, they predict what happens next in favourite stories and are able to recognise and write their own name. Children are growing in independence, for example, they learn how to put their coats on. They are attaining the skills and knowledge they need in readiness for their eventual move on to school.

Setting details

Unique reference number	313670
Local authority	Durham
Inspection number	1090782
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	2 February 2015
Telephone number	

The childminder registered in 1992 and lives in Durham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate early years qualification at level 3.

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