

Childminder Report

Inspection date

6 July 2015

Previous inspection date

21 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder makes good use of observations and assessments of children's learning to plan challenging activities that help children to make good progress.
- The childminder provides clear behavioural expectations and boundaries for children. This ensures they know what they can and cannot do within her surroundings.
- Partnerships with parents are good. They are kept well informed of their child's progress and regularly access their learning journey files. The childminder encourages parents to share and support their children's learning at home through ongoing discussion.
- The childminder has good links with local schools and external agencies. She attends various events throughout the year which extend young children's learning and development. Parents are signposted to additional services through local children's centres, to meet children's individual needs.
- Independence skills are fostered well. The childminder encourages children to meet their own physical needs, such as toileting and to put their own clothing and shoes on.
- The childminder makes good use of facilities in her local area to extend children's learning. They visit local toddler groups where they socialise with other children and enjoy areas, such as local farms.

It is not yet outstanding because:

- There are times when the childminder does not always help children to use known or new mathematical language to consolidate and extend their learning during play-based activities.
- Occasionally, the childminder does not focus on children's next steps in learning, particularly in the development of early writing.

What the setting needs to do to improve further

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

- focus more on using familiar and new mathematical terminology with children during activities to help them apply their learning and use mathematical language confidently in different situations
- maximise opportunities for children to enhance their early writing skills by consistently acting upon their next steps in learning during everyday play-based activities.

Inspection activities

- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector observed play and learning activities and spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed regulatory documentation including evidence of suitability checks, children's details, learning journey files and a sample of policies and procedures.
- The inspector discussed self-evaluation and how this is organised to drive improvements that benefit the children.

Inspector

Nicola Jones

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder is well qualified and the quality of her teaching is consistently good. She uses a good range of strategies to support children as they play. She explains things well to children, which enables them to follow her guidance and learn new skills. Children talk confidently when they describe what they are doing. This means they make good progress in the learning and acquire skills in readiness for school. Children enjoy exploring and building with large three-dimensional blocks. The childminder responds appropriately when children ask what shape they are using when they build structures, such as houses. However, she does not always use enough mathematical language to extend children's knowledge or to help children apply what they already know to different situations. Appropriate use is made of children's assessment information, to plan challenging activities to support them to make progress. This includes effective use of the progress check for children between the ages of two and three years. However, there are occasions when the childminder does not always act on children's next steps in early writing. For example, resources, such as pens and pencils are located in cupboards. Children cannot always see they are available and use them spontaneously to support their play.

The contribution of the early years provision to the well-being of children is good

The childminder provides high levels of care and develops strong relationships with children. They are happy in her care, showing motivation and confidence when they take part in the wide range of activities available. Good quality information about children's care and their routines is gathered from parents on entry to the setting. This information is used well and ensures continuity in children's physical and emotional well-being. Children's physical health is further promoted through daily activities in local park areas. Children are supported well emotionally when they prepare to move into school. They go with the childminder when she collects other children. This helps them to become familiar with their new environment and school teachers.

The effectiveness of the leadership and management of the early years provision is good

The childminder has good knowledge of the Early Years Foundation Stage. She maintains a good overview of the activities she offers children to ensure they complement their learning in school. Children's progress is tracked over time and reviewed. This helps the childminder to identify areas where children may require early intervention, to meet their individual needs. The childminder's safeguarding knowledge is good and her home environment is safe and secure. This means children are well protected at all times. Childminding assistants are well supported through regular supervision. The childminder oversees their work and encourages them to attend training to improve their practice. The childminder demonstrates a strong drive to improve her service. She regularly reviews her provision, taking account of the views of parents and children. This helps her to identify areas for development, which have a positive impact on children's achievements.

Setting details

Unique reference number	EY255055
Local authority	Durham
Inspection number	860405
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 12
Total number of places	18
Number of children on roll	17
Name of provider	
Date of previous inspection	21 March 2011
Telephone number	

The childminder was registered in 2003 and lives in Consett, County Durham. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder is registered to work with three assistants. The childminder holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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