

Childminder report

Inspection date	4 April 2019
Previous inspection date	25 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 plans a wide and diverse range of activities that promote children's learning. She provides an effective balance of adult-led activities and opportunities for children to make choices in their play.
- Children are very happy and confident in the childminder's care. The atmosphere is full of fun and laughter, which contributes to children's enjoyment in their play and learning.
- Parents are very pleased with the care their children receive. They describe the childminder as part of their extended family and comment on how well she supports children's keen exploration. Children say she is, 'The best childminder in the world', that she, 'Always has a smile on her face' and that she makes them feel safe and welcome.
- The childminder reviews her teaching and considers new ways to present activities to help children to engage in their learning. For example, she changes equipment used during a throw-and-catch activity to make it more manageable for children. She welcomes advice from other professionals to help to develop her practice.
- Children respond positively to the childminder's gentle reminders for good behaviour. They learn to share, take turns and consider the needs of others.
- The childminder continues her professional development. However, she does not always make the very best use of her learning to raise her knowledge and practice to outstanding levels and improve outcomes for children even further.
- At times, the childminder does not consider more precise ways to support children to make even better progress in their communication and language development.

What the setting needs to do to improve further

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

- make even better use of learning from continuous professional development opportunities to help to raise knowledge and teaching skills to first-rate levels
- focus more precisely on helping children to extend their language skills and support them to make even better progress in this area of learning.

Inspection activities

- The inspector viewed all areas of the childminder's home that are used for childcare.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a range of documents, including evidence of the suitability checks carried out on adults living in the household.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the views of parents and older children through written feedback provided.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to protect children from harm. She has a good knowledge of signs that can indicate that a child is at risk of harm and knows what to do if she is concerned about a child's welfare. The childminder monitors the progress that children make. She provides parents with detailed information about their child's learning and gathers plenty of information from them to contribute to assessments. She uses her findings generally well to plan experiences that help children to build on what they already know and can do. Key assessments, for example, a progress check for children between the ages of two and three years, are shared with other professionals. This helps to provide a consistent approach to supporting children's ongoing progress and to identify priorities for their care, learning and development.

Quality of teaching, learning and assessment is good

The childminder incorporates children's interests into the learning environment, which helps to engage them in play and learning. For example, following a medical appointment, the childminder provides a doctor's kit. Children show strong imaginative skills while pretending to diagnose and treat toy animals. The childminder makes good use of everyday routines to help children to learn. For example, they count the stairs indoors and observe door numbers when out in the community. This helps to extend children's mathematical skills. Children join in with card games and matching games. The childminder helps them to identify and match colours and shapes. She helps children to recognise, name and sound-out letters. This contributes to their good progress in literacy.

Personal development, behaviour and welfare are good

Children develop warm relationships with the childminder. They are independent learners who select their own activities and lead their own play. They eagerly seek out others to share their experiences, show confidence in their abilities and develop good levels of self-esteem. The childminder meets children's individual needs effectively. For example, her mealtimes and menus are flexible to support children, particularly those who are reluctant to eat, extremely well. The childminder implements robust hygiene standards that help to minimise the spread of infection and protect children's good health. Children benefit from visits to group activities in the local community. This helps them to experience being part of a larger group and develops their social and physical skills in readiness for starting school.

Outcomes for children are good

Children make good progress in their learning. They achieve levels of development that are typically expected for their age range in most areas of learning. The childminder is aware of some aspects of development in which children need extra support to help them to make better progress. Children demonstrate good listening and attention skills and follow guidance and instructions. They join in eagerly with activities and persevere during play. Children enjoy the responsibility of small tasks and help one another happily. These skills help to prepare children for the next stage in their learning.

Setting details

Unique reference number	EY348058
Local authority	Darlington
Inspection number	10062420
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	12
Number of children on roll	6
Date of previous inspection	25 April 2016

The childminder registered in 2007 and lives in Darlington. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant and holds an appropriate qualification at level 3.

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