

Childminder Report

Inspection date	10 January 2017
Previous inspection date	4 June 2013

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

- Children are very happy and settled in the childminder's care. They have a very good relationship with her that helps them feel secure. All children make good progress.
- The childminder has a good relationship with other providers, including schools. They share information about where children are in their learning, and talk about what they are working on and how they can support children further.
- Children's behaviour is managed effectively. Good communication between parents and the childminder ensures a consistent approach to managing children's behaviour.
- Children settle quickly and the childminder has flexible settling-in arrangements which are tailored to the needs of the child. High-quality information about children's learning and care needs is gathered from parents.
- Children make good progress in mathematics. The childminder seizes opportunities to reinforce mathematical concepts throughout the daily routine.
- The childminder has a good relationship with parents. There is a good understanding between parents and the childminder about how they can work together to support children's learning.

It is not yet outstanding because:

- Self-evaluation is not sufficiently focused on the quality of teaching and its impact on children's learning.
- The childminder does not fully make the best use of all opportunities to develop children's early writing skills.

What the setting needs to do to improve further

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

- improve self-evaluation systems and focus on the quality of teaching and the impact it has on children's learning
- make better use of all opportunities that help children develop their early writing skills.

Inspection activities

- The inspector viewed all parts of the home used for childminding.
- The inspector carried out a joint observation with the childminder.
- The inspector observed children's play and learning.
- The inspector looked at policies, procedures and documents the childminder uses when caring for children.
- The inspector checked evidence of the suitability of all persons living in the household and talked with the childminder about her self-evaluation and improvement plans.
- The inspector took into account written feedback from parents.
- The inspector spoke to children during the inspection.

Inspector

Elizabeth Fish

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the procedures she should follow if she has a concern about the welfare of a child in her care. She ensures information, such as contact numbers, is correct. Her premises are safe and detailed risk assessments help her to identify potential hazards. The childminder monitors children's learning. She has a good understanding of where children are in their learning and takes effective action when areas of underachievement are identified. Regular supervision ensures her assistants understand and develop their roles. The childminder is well qualified and is committed to her continuous professional development. She identifies training that will help her to improve her provision.

Quality of teaching, learning and assessment is good

The childminder knows how to support children's learning effectively, overall. She plays alongside the children and comments on what they are doing. The childminder places a high priority on the development of mathematical vocabulary. She talks about the shapes of blocks children are using as they build. Older children begin to learn about the number of sides shapes have. The childminder uses her assessments to identify what children need to learn next. She uses this information to plan activities that are closely matched to children's interests. This means children are highly motivated to learn. The childminder supports children's language. She speaks clearly and comments on what children are doing. She listens to children carefully and extends their conversations effectively.

Personal development, behaviour and welfare are good

Children have a good relationship with the childminder and are very confident in the setting. They know the daily routine well and anticipate what will happen next. For example, young children quickly tidy up all resources when the childminder mentions lunch. The childminder supports children's emotional well-being effectively. Parents comment that she supports them well and they feel happy that their children are well cared for. There is a well-resourced learning environment which supports children's developing independence. Children learn how to keep themselves safe. For example, they understand that they must wait at the front door until the childminder puts younger children in the car or pushchair. Daily opportunities are provided for children to take part in physical activities, such as playing in the park. Children also enjoy playing in the childminder's garden.

Outcomes for children are good

Children make good progress in their learning. They are developing a range of skills and knowledge in preparation for school. Children count confidently and recognise colours. They learn how to handle books correctly and begin to listen to stories that are read to them with increasing attention and understanding. Children develop the confidence to try new activities. With the support of the childminder they think of new ways to do things and make links in their learning.

Setting details

Unique reference number	EY419060
Local authority	Durham
Inspection number	1065616
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	12
Number of children on roll	10
Name of registered person	
Date of previous inspection	4 June 2013
Telephone number	

The childminder was registered in 2011 and lives in Moorside, Consett. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She offers funded places for two- and three-year-old children. The childminder works with an assistant.

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