

<b>Inspection date</b>	10 February 2015
Previous inspection date	23 October 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder plans a broad range of activities based on children's interests which supports them to make good progress in their learning.
- Children develop strong relationships with other children and the childminder, which supports children's readiness for school.
- The childminder manages behaviour appropriately and gives lots of praise and encouragement. As a result, children's emotional well-being is well promoted.
- Children follow good hygiene routines and enjoy healthy meals which promote their good health.
- The childminder has built effective partnerships with parents and other providers which strengthen children's learning and development.
- The childminder has a good knowledge of the procedure to follow in the event of a concern about a child. Consequently, children are well protected.

### It is not yet outstanding because:

- Children can occasionally be distracted, as the childminder does not always make the most of opportunities to engage them in activities that support their individual pattern of learning.
- There are fewer natural or open-ended resources that can be used in a number of ways for children to explore and investigate, to develop their natural curiosity.

## What the setting needs to do to improve further

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

- provide resources and experiences related to children's individual pattern of learning, or schema, to engage them in activities that support them in exploring the world in their own way
- support children's emerging curiosity by introducing treasure baskets and open-ended resources for children to explore and investigate.

## Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed children's play and adult and child interactions.
- The inspector and childminder undertook a joint observation of an activity.
- The inspector looked at children's learning journey records, the self-evaluation form, and a range of other documentation.
- The inspector checked evidence of suitability of adults living on the premises.

## Inspector

Nicola Wardropper

## Inspection findings

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

The childminder has a good knowledge of how young children learn and tracks their progress from the start. She observes their interests as they play which helps her to plan appropriate next steps in their learning. The childminder involves parents in their children's learning verbally and by sharing regular assessments with them. This includes the progress check completed at age two- to three-years. Subsequently, children make good progress in their learning. The childminder effectively supports children's communication and language skills, by talking to them about what they are seeing and doing and repeats single words. She successfully uses positional and mathematical language, such as, up, down and round as children play with the cars and garage. Children are encouraged to solve problems as the childminder allows them to have a go at doing things for themselves. As a result, children learn to be independent and acquire the skills needed for school. The childminder praises children for effort and achievement, and consequently, children are motivated to learn. For example, children deeply concentrate as they post shapes into the shape sorter. However, occasionally children become distracted as their pattern of learning is not as well supported as it could be.

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

Children settle well and make good bonds with the childminder as they are happy and relaxed in her care and explore the welcoming, clean environment in confidence. A good variety of resources that reflect all areas of learning are stored appropriately and easily accessible. As a result, children make choices in their play. However, there are fewer open-ended resources for young children to explore and investigate to promote their natural curiosity. The childminder uses age-appropriate behaviour management strategies in liaison with parents, to ensure children receive consistent messages. She supports children to build friendships by sitting alongside them as they play and encouraging them to share their toys. As a result, children are well behaved, play happily together and make positive relationships. Children have good opportunities for daily fresh air, exercise and outings in the community. The childminder promotes good hygiene and a healthy diet. As a result, children learn to make healthy choices.

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

The childminder has a good awareness of safeguarding. She has accessed recent safeguarding training and has an appropriate safeguarding policy. Suitability checks have been carried out on all adults living in the household, and the childminder checks the identity of visitors. As a result, children are kept safe. The childminder keeps herself updated with current guidance and evaluates her practice, seeking the views of parents. For example, she has introduced a new tracking system. As a result, she has a better awareness of children's progress. The childminder regularly meets with other childminders to share good practice. Effective partnership working with parents and local schools ensures a shared approach to children's learning.

## Setting details

<b>Unique reference number</b>	EY367665
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	973841
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	23 October 2009
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Stockton on Tees. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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