

<b>Inspection date</b>	23 February 2015
Previous inspection date	11 March 2009

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

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good, because the childminder provides a wide variety of interesting and stimulating activities to cover the seven areas of learning. As a result, all children make good progress.
- Children have developed secure attachments and strong relationships with the childminder. Therefore, children are happy, settled and content as they are comfortable within their surroundings.
- The childminder has a good understanding of how to effectively safeguard children. A detailed range of policies, procedures and risk assessments are implemented to ensure children are safe and secure.
- Partnerships with parents are good, which supports children in their future learning. The childminder ensures parents are kept well-informed about their children's achievements and progress.
- The childminder strives to develop her future practice. This supports improvements within the setting and enhances opportunities for children.

### It is not yet outstanding because:

- Occasionally, the childminder does not allow enough time for children to respond to questions to further develop their critical thinking skills.
- Children have fewer opportunities to access natural and real-life resources to further develop their investigation and exploration skills.

## What the setting needs to do to improve further

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

- enhance children's critical thinking skills by allowing them enough time to respond to questions throughout their activities
- extend opportunities for children to access natural and real-life resources to further develop their investigation and exploration skills.

### Inspection activities

- The inspector viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of qualifications, and suitability of all adults in the household.
- The inspector took account of the views of parents through written letters obtained by the childminder.

### Inspector

Rachel Enright

## Inspection findings

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

The childminder effectively promotes children's learning and development, as she follows and extends their individual interests and needs. As a result, children acquire the necessary skills needed for the next stage in their learning at school. Children are eager to participate in activities and are actively motivated within their play. For example, children show enthusiasm, and develop their literacy skills as the childminder involves them in a story sack activity with puppets. The childminder supports their communication and language skills, as she engages in constant discussion, models language and asks a variety of questions. However, occasionally, the childminder does not allow enough time for children to respond to questions to further develop their critical thinking skills. The childminder attends regular community activities, such as toddler groups, art sessions and soft play. These opportunities enable children to develop their physical skills on a larger scale and promote their personal, social and emotional development, as they learn to socialise with others. The childminder has high expectations of children, as she regularly observes and assesses them to identify their next steps in learning and track their ongoing progress. The childminder provides a good range of toys and resources to stimulate children in their learning. However, there are fewer opportunities for children to access natural and real-life resources to further develop their investigation and exploration skills.

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

Children's all round development and emotional well-being is effectively promoted, because the childminder creates a warm and welcoming environment. She is very caring and sensitive to children's individual needs. Children are well prepared for their future move to school, as the childminder has established good relationships with teachers to ensure consistency and continuity of care. The childminder reinforces the importance of safety throughout children's activities to ensure they fully understand the boundaries and expectations. Children behave well as the childminder provides them with clear guidance and simple explanations. She uses constant praise and encouragement to develop their confidence and self-esteem.

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

The childminder is qualified to level 3, which ensures she has a good understanding of the requirements of the Early Years Foundation Stage. She monitors and reflects on her daily practice to ensure that children are progressing well. Self-evaluation systems are effective as the childminder can clearly identify her strengths and areas for future improvement. The childminder shows commitment to her own professional development. She attends regular training courses, and reads relevant guidance documents to ensure she updates her skills and knowledge. Partnerships with other professionals and the local authority are in place to further support children in their learning and development. The childminder has also developed good relationships with other childminders in the local area, which enables her to share ideas and discuss best practice.

## Setting details

<b>Unique reference number</b>	EY384067
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	858855
<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>	11 March 2009
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Roker, Sunderland. The childminder operates from 7.30am to 6pm, Monday to Friday, for 48 weeks of the year. She has a childcare qualification at level 3. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

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