

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 26 February 2015 |
| Previous inspection date | 8 August 2012    |

| <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 supports children's learning well as she ensures they participate in a variety of activities within the setting. As a result, children are engaged, motivated and make good progress in all areas of their learning and development.
- Children are well safeguarded well because the childminder has a good understanding of her responsibilities with regard to safeguarding and child protection.
- The childminder promotes healthy lifestyles by providing children with healthy snacks and supporting their physical development through a range of well-planned activities.
- The childminder embraces reflective practice and consistently monitors the quality of provision and children's progress. This demonstrates her drive and commitment to continuously improve.
- The childminder has established good partnerships with parents and other early years providers. This ensures that children are prepared well for the next stage in their learning and school, and promotes their emotional well-being.

### It is not yet outstanding because:

- Overall, children's behaviour is good; however, on occasions, children are not helped to understand what is expected of them.
- Children's ability to make more independent choices in their play is not fully maximised because children cannot always see what is on offer.

## 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 already good behaviour further by consistently using positive language to reinforce expectations
- increase opportunities for children to make independent choices, for example, by displaying pictures and words on storage boxes that contain toys and resources.

### Inspection activities

- The inspector took account of the views of parents through their written feedback.
- The inspector looked at children's records, planning documentation, evidence of the suitability of household members and a range of other documentation, including policies and procedures.
- The inspector observed activities in the childminder's house and talked with the childminder and the children.
- The inspector carried out a joint observation with the childminder.

### Inspector

Julie Campbell

## Inspection findings

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

The quality of teaching is good. The childminder gives children time to explore things themselves. They investigate fresh fruit and vegetables in the role-play area and enjoy naming each of the items. Observations and assessments of the children's learning and development are good. The childminder plans appropriate next steps in learning and provides activities to challenge and promote the development of the children in her care. The childminder gathers a wealth of information from parents about children's starting points and information about what they are doing at home. She provides a wide variety of toys, which support progress in all seven areas of learning. Storage is organised so that children can easily access the toys. However, because storage boxes are not clearly labelled, children do not know what is inside them to assist them in making informed, independent choices. The childminder uses opportunities to extend language by constantly talking with the children. As a result, children are making good progress in their language development.

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

Children are happy in the childminder's care and enjoy spending time with her. Children's behaviour is generally good and they learn how to play alongside each other and how to share resources. However, occasionally the childminder forgets to use positive reminders consistently, to reinforce their understanding of her expectations and develop their good behaviour even further. Children have opportunities to be active and engage in physical play in the garden or on outings. Regular trips to toddler groups develop children's social skills and confidence. This means that children are developing the emotional security needed to help them cope with moving on to other settings and school when the time comes. Children develop an understanding of healthy lifestyles and they have access to healthy snacks and drinks.

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

The childminder implements a good range of policies and procedures to promote children's health and safety. She demonstrates a sound understanding of possible symptoms of children at risk and is aware of procedures to follow if she has child protection concerns. Thorough risk assessments ensure that the premises are secure. This means that children are safe in her care. The childminder has a good understanding of the learning and development requirements. She has completed an Ofsted self-evaluation form, which identifies areas for improvement and further training that will improve her practice and have a positive impact on children's development. For example, she has recently completed a childcare qualification at level 3. The childminder meets regularly with other childminders to discuss practice and has established good links with the local nursery to ensure that they are able to share information about children's learning.

## Setting details

|                                    |               |
|------------------------------------|---------------|
| <b>Unique reference number</b>     | EY442486      |
| <b>Local authority</b>             | Hartlepool    |
| <b>Inspection number</b>           | 1003486       |
| <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>  | 2             |
| <b>Name of provider</b>            |               |
| <b>Date of previous inspection</b> | 8 August 2012 |
| <b>Telephone number</b>            |               |

The childminder was registered in 2012 and lives in Hartlepool. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works closely with her husband, who is also a registered childminder.

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