

Inspection date

9 April 2015

Previous inspection date

26 November 2009

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

Summary of key findings for parents

This provision is good

- The childminder holds two childcare qualifications and is committed to attending training, which is reflected in her practice. She has a very good understanding of how children learn through their play. She challenges children appropriately so that they make good progress in their learning and development.
- The childminder works effectively alongside parents and carers, involving them in all aspects of their children's care and learning. She provides learning packs so that parents can share learning activities at home. This strengthens the working partnership.
- The childminder works closely with other childminders and providers to share information and good practice. She is self-reflective and uses a variety of sources to seek feedback to ensure that her practice and provision remains of a good quality.
- Children are happy in their play and establish close bonds with the childminder. They positively interact with her and benefit from her caring and calm approach.
- The childminder effectively teaches children to gain skills in personal, social and emotional development. Children demonstrate their independence, confidence and self-assurance as they play and learn to cooperate as they interact with each other.

It is not yet outstanding because:

- The childminder does not always give children time to predict or sound out the rhyming words during story time.
- The childminder does not always make best use of the space and the resources available in the outdoor area.

What the setting needs to do to improve further

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

- strengthen children's language and reading skills, for example, by modelling how letters blend together and by encouraging children to predict rhyming words
- extend the use of the outdoor play area to match the already good learning experiences indoors, for example, by providing more opportunities for children to explore, experiment and develop their skills during all weathers and throughout the winter months.

Inspection activities

- The inspector viewed the premises, inside and out, talked with children and discussed aspects of policy and practice with the childminder.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector viewed a wide range of documents, including relevant policies and procedures, children's learning files and photograph books, health and safety documents and the childminder's self-evaluation form.
- The inspector checked evidence of the childminder's suitability and her qualifications and training certificates.
- The inspector viewed completed parent questionnaires and testimonials, taking their views into account.

Inspector

Janice Caryl

Inspection findings

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

The childminder understands her role and responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Children have a wide range of resources to independently choose from, which meet their individual needs and interests. Younger children enjoy exploring the natural sensory objects and take great delight in opening, sorting and comparing the wooden dolls. The childminder supports older children to strengthen their writing skills through copying and writing their names. This helps children acquire the skills needed in preparation for school. The childminder effectively promotes children's communication and language skills. She involves children and asks questions as they read a book together. However, the childminder's enthusiasm means she sometimes reads the story too quickly. As a result, she misses some opportunities to give children time to think what the next rhyming word might be and help them blend letters together to pronounce new words.

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

The childminder creates a warm, safe and enabling environment for children. She effectively supports children to explore and express their feelings through the use of dolls and puppets. This successfully supports children's emotional well-being. The childminder teaches children about the diverse world in which they live, through using maps, artefacts and photographs. Consequently, children gain a very good understanding of the world. Children learn good hygiene routines. Younger children demonstrate their confidence as they ask to use the potty. All the children learn the importance of washing their hands after using the toilet and before eating. The childminder works closely with parents to ensure that all dietary needs are met. She provides healthy, well-balanced and nutritious meals. The childminder teaches children the value of exercise and ensures they benefit from fresh air on a daily basis. However, the outdoor play space is not yet fully developed, resourced or used to the same extent as the indoor environment.

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

The childminder ensures children are kept totally safe and secure. She has extensive policies and procedures in place, which she implements consistently. The childminder understands the procedures to take should she have a concern about a child's welfare. She carries out both visual and written risk assessments to eliminate hazards and ensure children are kept safe. The childminder successfully observes and assesses children and carefully plans their next steps in learning and development. She understands the importance of monitoring and tracking children's progress and how to obtain help from other professionals if required. The childminder is very organised and keen to develop her skills further. She ensures that necessary documentation is stored confidentially and is easily available when needed. The childminder identifies her strengths and areas to improve, which contributes to her ever improving practice and provision.

Setting details

Unique reference number	EY336204
Local authority	Hartlepool
Inspection number	862675
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	26 November 2009
Telephone number	

The childminder was registered in 2006 and lives in Hartlepool. She operates all year round, from 7am to 6pm, Monday to Saturday, except for bank holidays and family holidays. The childminder holds two relevant National Vocational Qualifications at level 3.

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