

# Childminder Report

**Inspection date**

5 May 2015

Previous inspection date

19 February 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 well-qualified childminder provides a broad range of activities that combine children's interests with their identified next steps in learning. Consequently, children are motivated learners and make continued good progress.
- The childminder has a secure understanding of her role and responsibility with regard to safeguarding children in her care. Children are kept safe and protected from harm, as she understands the correct procedures to follow, should she have any child protection concerns.
- The childminder and her co-childminder are friendly and welcoming so children settle well and feel safe. As a result, children's emotional well-being is supported. The childminder and her co-childminder have high expectations for children's behaviour and their simple rules guide them in behaving well.
- The childminder has a secure knowledge and understanding of the requirements of the Early Years Foundation Stage. She keeps her home safe and soundly maintained to protect children's welfare.
- Children are well prepared for school. The childminder places a priority on helping children to gain skills, such as self-care skills and social skills. This helps children to be confident when going into the school environment.

### It is not yet outstanding because:

- Children's good health is not fully promoted at all times. Occasionally, the childminder does not remind children to cover their mouths when they cough or sneeze, and does not give the reasons why.

## What the setting needs to do to improve further

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

- improve children's understanding about the spread of germs by reminding them to cover their mouths when they cough or sneeze.

### Inspection activities

- The inspector spoke with the childminder throughout the inspection and interacted with the children.
- The inspector observed activities in the home and carried out a joint observation with the childminder.
- The inspector looked at evidence of the suitability of the childminder and household members, children's development records, and a range of other records, policies and procedures.
- The inspector discussed the childminder's self-evaluation, improvement plan and how she seeks and includes the views of parents.

### Inspector

Lynne Pope

## Inspection findings

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

The childminder provides a broad range of interesting activities for children. She observes children from their first day and monitors their progress so activities provide enough challenge to help each child achieve their next learning goal. Consequently, children are engaged and enjoy finding things out, so they discover learning is fun. The childminder introduces mathematical concepts within children's play. For example, she supports children to count the number of pasta pieces they have stuck into the dough. Children successfully count up to six. Language is supported very well and children use their voices confidently. The childminder repeats words to aid clarity of speech. She asks children open-ended questions to encourage them to extend their vocabulary. Partnerships with parents are strong. Daily diaries and discussions inform parents about children's learning. The childminder shares her written observations and tracker of children's development with them. This means parents can continue children's learning at home.

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

The childminder and co-childminder provide a safe, stimulating and welcoming home environment where children and their families are valued. Children have daily outdoor activities, which promotes their physical well-being. They play in the back garden, where they learn how to kick a ball and how to use equipment, such as a scooter. Visits to the park mean they use their larger muscle skills; climbing the steps up to the slide. The childminder prepares fresh meals daily for children, and they learn self-care skills as they feed themselves from a young age. Children talk about what foods are good for them and help to prepare some meals, for example, choosing their own toppings for pizza. Good hygiene is mostly promoted well with children as they clean their hands before meals. However, the childminder is not consistent in reminding children to cover their mouths when they cough or sneeze. This is a missed opportunity to talk to children about germs and why they need to do this.

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

Children are safe in the childminder's care and she regularly updates her knowledge of safeguarding by attending training, so that she can protect their welfare. She effectively minimises hazards to children in her home and supervises them well. The childminder is enthusiastic and committed to improving her practice. She regularly reviews the setting with the co-childminder, as part of the self-evaluation process, to see if any changes need to be made. This has resulted in building works, so the back room is set up solely for childminding, with further plans to expand the home. The childminder and co-childminder observe each other's practice so that they can give advice on any improvements that can be made. Children's progress is regularly tracked and this allows the childminder to see how they develop over time and helps her to identify any gaps or delays in their learning. Valuable links with other early years providers ensure that all children receive good levels of individual support.

## Setting details

<b>Unique reference number</b>	EY313067
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	856736
<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>	23
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 February 2009
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in the Wolviston Court area of Billingham in Cleveland. She works with her husband who is also a registered childminder. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a National Vocational Qualification at level 3. The childminder provides funded early education for two-year-old children.

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