

Childminder Report

Inspection date

5 May 2015

Previous inspection date

12 January 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 quality of teaching is good. The childminder provides a broad range of learning experiences across the seven areas of learning. As a result, children are motivated, keen to learn and make good progress.
- The childminder provides a welcoming and homely environment. She establishes secure relationships with children, so they have a strong sense of belonging. As a result, children are confident and self-motivated, and they are ready for the next stage in their learning, including school.
- Children follow good hygiene routines. They learn how to look after themselves, for example, by washing their hands before eating and after messy play. Children enjoy nutritious home-made meals and snacks, and have access to drinking water, which promotes their good health.
- Children are well protected, because the childminder has a good knowledge and understanding of the safeguarding and welfare requirements. She is fully aware of her responsibilities and the procedures to follow, in the event of concerns about a child in her care.
- The childminder has established good partnership working with parents. She has systems in place to communicate with other providers, when appropriate. This ensures opportunities for parents to extend their children's learning at home, and promotes a consistent approach to children's learning.

It is not yet outstanding because:

- The childminder does not always use challenging questions consistently well, in order to maximise opportunities to extend young children's language and mathematical skills.
- The childminder does not always make the best use of information about children's starting points from parents, in order to complete a balanced initial assessment of their skills.

What the setting needs to do to improve further

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

- enhance the development of children's communication skills and mathematical vocabulary even further, by asking them more challenging questions about their chosen activities
- improve the use of information from parents regarding children's existing skills, in order to inform the assessments of their developmental starting points.

Inspection activities

- The inspector observed children's activities and interactions with the childminder, in the two playrooms and the kitchen.
- The inspector conducted a joint observation with the childminder and held discussions with her.
- The inspector checked evidence of the suitability of the childminder and other household members.
- The inspector took account of the views of parents, in written information provided for the inspection.
- The inspector sampled a selection of policies and records, including first-aid training, the safeguarding policy and the attendance registers.
- The inspector looked at the records of children's development and progress, and the self-evaluation.

Inspector

Cathryn Clarricoates

Inspection findings

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

All children are making good progress because the quality of teaching is strong. The childminder interacts playfully with children. She promotes children's learning through conversations and use of questioning about their activities. Consequently, children develop good communication skills, which prepares them well for the next stage in their learning. However, the childminder is, on occasion, less effective in using challenging questions, to extend the language and mathematical skills of children. For example, she misses some opportunities to support children's counting and colour recognition, when they are painting with their fingers. Children easily access a variety of well-organised resources. They make their own choices of activity, across the seven areas of learning, and enjoy their independent play. For example, children build with wooden bricks, make-up stories as they play with small dolls and toy furniture, and enjoy singing songs with the childminder. The childminder uses observations and assessments of children's progress to inform her planning for next steps. However, she does not always use the detailed information from parents, about children's existing skills, as effectively to enhance their initial assessments and further develop her planning to meet their needs and interests.

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

The childminder knows the children well and ensures they feel welcome and valued in her home. As a result, children's behaviour is good. Children demonstrate a good understanding of the rules and boundaries. Children's independence is promoted effectively. Children have a wealth of opportunities to independently undertake self-care routines, such as, washing their hands, putting on coats and helping to tidy away toys before new activities. This helps them to develop the skills required to successfully move on to school. Children benefit from regular visits to toddler groups to develop their social skills and confidence. The childminder's procedures for risk assessment, include, daily checks in the indoor and outdoor areas, use of safety equipment where appropriate and discussing risks with children, to help them to keep themselves safe.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements. She has a comprehensive range of appropriate policies and procedures which are available for parents. Therefore, children's safety is well promoted. The childminder has a relevant qualification, and has accessed a variety of training courses, including safeguarding and first aid. Consequently, she updates her knowledge and skills, which supports her good practice. She reflects on her practice and identifies relevant priorities for improvement, such as training needs, as part of her self-evaluation. The childminder regularly meets with other childminders to share information and ideas. As a result, she continues to improve the quality of her provision. The childminder works effectively in partnerships with parents and carers, and other settings to ensure regular and meaningful exchanges of information. This ensures continuity of learning for children.

Setting details

Unique reference number	321690
Local authority	Hartlepool
Inspection number	868723
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	12 January 2009
Telephone number	

The childminder was registered in 1992 and lives in Hartlepool. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

