

# 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 quality of teaching is good. Children take part in a broad range of challenging and enjoyable learning experiences, which takes into account their individual needs, interests and stages of development. This means that children make good progress in their learning, in preparation for when they start school.
- The childminder keeps children safe by maintaining a hazard-free environment. He works closely with his co-childminder to carry out risk assessments on the premises and to take any necessary action to minimise hazards. Furthermore, he keeps up to date with his knowledge about how to protect children from abuse and/or neglect by attending training.
- Children form strong attachments with the childminder, which helps them to feel emotionally secure. They receive frequent praise and encouragement as they play, which promotes their confidence and self-esteem effectively.
- The childminder has strong relationships with the parents. He shares a range of information with them, and regularly discusses their children's progress and learns about children's experiences at home. This helps him to plan effectively around children's interests.

**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, or the reasons for this.

## 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 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 and improvement plan and how he 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 well-qualified childminder clearly understands what children know and can do, and what they are most interested in. He provides activities that stimulate their interest and interacts successfully with children, so that they remain engaged and motivated. Children show delight and fascination during activities. For example, they learn about how colours can be changed by mixing two different colours of play dough together. The childminder follows children's lead in their play. For example, they enthusiastically build a train track and he supports children to attach the pieces themselves. This promotes children's problem-solving skills. Children's speaking and listening skills are promoted well through good-quality interactions with the childminder. They discuss past events at home, such as a sibling's birthday. This leads to a discussion about numbers and how old children are. The childminder works closely with parents, nurseries and schools, sharing relevant information to provide a consistent approach for children's care and learning.

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

The childminder has a very calm and consistent manner when caring for children. He takes a consistent approach to managing children's behaviour. Consequently, children's behaviour is good. The childminder helps children build skills in social situations. They visit toddler groups, dance sessions and soft-play sessions each week. This helps children learn how to mix with other children and share resources and, ultimately, helps to prepare them emotionally for the move to nursery or school. Daily fresh air and exercise are promoted as the childminder makes good use of the garden and other outside community spaces, such as the park. Children learn self-care skills. For example, they learn how to put their own shoes on and understand when they need to use the bathroom. Good hygiene is mostly promoted well. 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**

The childminder has a good understanding about his role in meeting the requirements of the Early Years Foundation Stage. The childminder's experience and qualifications have enhanced his practice, and result in effective teaching skills. He works closely with his co-childminder. They observe each other's practice and give advice, where needed, on what can be done better. Self-evaluation is at the heart of everything they do. They evaluate activities and the environment and make changes, if needed. Parents' opinions are valued. For example, when considering whether to change to an electronic format for recording children's development, parents were asked for their opinions on the options available. The childminder effectively monitors children's achievements and plans for their next steps in learning. He assesses their learning, which effectively identifies, at an early stage, any delays or gaps that need to be addressed.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY332572         |
| <b>Local authority</b>             | Stockton on Tees |
| <b>Inspection number</b>           | 862534           |
| <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 2006 and lives in the Wolviston Court area of Billingham in Cleveland. He works with his wife who is also a registered childminder. He operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a National Vocational Qualification in Childcare, Learning and Development at level 3. The childminder provides funded early education for two-year-old children.

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