

Childminder Report

Inspection date

5 May 2015

Previous inspection date

3 December 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

- Children have formed close bonds and have very good relationships with the childminder as she is friendly, caring and competent. This supports children's emotional well-being successfully.
- The childminder demonstrates a positive and genuine commitment to developing her practice. She reflects well on training she has completed and obtains written feedback from parents and children. This supports improvements within the setting and enhances opportunities for children.
- The childminder is well qualified, and as a result, has a secure knowledge and understanding of how children learn and develop. Teaching is good because she plays alongside children, extending their learning and modelling positive behaviour.
- The childminder has a good understanding of her responsibilities to safeguard children. As a result, children are protected and cared for in a safe and well-kept environment that promotes their welfare, safety and well-being.
- Partnerships with parents are well established and make a strong contribution to meeting all children's individual needs.

It is not yet outstanding because:

- The childminder has fewer natural resources readily available that children can use in a variety of ways to enhance their exploratory and discovery play.
- The childminder is not highly effective in sharing of information with other providers for those children who attend less frequently.

What the setting needs to do to improve further

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

- expand the range of resources, for example, by ensuring natural and sensory resources are readily available to extend further younger children's curiosity and exploratory skills
- develop systems for sharing information about children's learning with other providers, with specific reference to those children who attend less frequently.

Inspection activities

- The inspector toured the premises and observed children playing.
- The inspector looked at children's learning and development records, a selection of policies and children's records.
- The inspector spoke with the childminder and engaged with children at appropriate times throughout the inspection, and conducted a joint observation with the childminder.
- The inspector took account of the information provided in the childminder's self-evaluation document and through written parental comments provided through questionnaires.

Inspector

Julie Morrison

Inspection findings

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

The childminder teaches children well and promotes their learning through a wide range of planned and purposeful play. As a result, children are motivated to learn and developing the skills and positive attitudes that they need to prepare them for their next stage in learning. The childminder knows the children very well and, in addition, she carries out observations of children's learning, which she uses to assess their starting points. This information, along with ongoing observations, is used to plan activities to ensure that all children are suitably challenged and making good progress. Children's communication and language skills are developing well. This is because the childminder engages well with them, for example, she models language, such as big and little. She develops their interest in literacy as she enthusiastically reads stories to them. Children learn counting naturally, as part of their daily play, for example, the childminder encourages them to count how many cakes they need to make for all of the children. The childminder provides a safe and very welcoming environment with a wide range of toys and activities that interest children. However, there are fewer natural materials readily available for younger children to explore, to enhance further their investigative skills.

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

Children develop strong attachments with the childminder, who responds to them with warmth and purposeful care. This is evident as children are confident, behave well and come to her for cuddles and reassurance. The childminder promotes children's good health well. Children have daily opportunities to be physical, for example, they go for walks and enjoy bouncing on mini trampolines. In addition, the childminder models good hygiene practice, for example, she washes her hands alongside the children before baking. Children have good opportunities to learn about keeping safe, for example, they practise fire drills and the childminder reminds them about the dangers of hot food as they bake.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She is well organised with policies and procedures which underpin her good practice. The childminder has a strong commitment to evaluating her practice and her professional development, which has had a positive impact on children's experiences. She effectively monitors the range of learning experiences she provides to ensure that all areas of learning are covered. In addition, she completes the progress check for children aged between two and three years, which enables her to identify any gaps in their learning. The childminder works well with parents to promote the two-way sharing of information to meet all children's individual needs. The childminder has developed good relationships with other providers of the Early Years Foundation Stage. For those children who attend regularly, she shares information which supports consistency in their care and learning. However, for those children who attend her setting less regularly, systems to more consistently share information are not as well established to complement learning.

Setting details

Unique reference number	312725
Local authority	Redcar & Cleveland
Inspection number	868104
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	3 December 2009
Telephone number	

The childminder was registered in 1994 and lives in Guisbrough. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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