

# Childminder Report

**Inspection date**

11 May 2015

Previous inspection date

29 May 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 childminder is well qualified and has good knowledge of how children learn. She provides a good range of activities and experiences. As a result, children make good progress in all areas of their learning and development.
- Good use is made of stimulating resources, such as pipe cleaners, tissue paper and empty egg boxes. Children enjoy exploring, using and combining them in a variety of ways.
- Parents are kept updated about their child's learning and development. They regularly share information about their child's learning at home. This supports children's learning both at home and with the childminder.
- The childminder demonstrates a good capacity to improve the service she provides. She actively seeks the views of parents and children to identify areas for development, in order to support children's achievements.
- Children enjoy the time they spend in the childminder's garden. They engage in a good range of activities that support their all-round development.

**It is not yet outstanding because:**

- The childminder does not always give children enough time to respond to the questions she asks. She occasionally intervenes too soon and says something herself.
- Opportunities for children to find things out for themselves and learn through trial and error are not always maximised.

## What the setting needs to do to improve further

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

- strengthen good teaching further by ensuring children are given enough time to think about what they want to say and then respond, when asking them questions
- provide time and space for children to find out their own ways of doing things and learn by trial and error, in order to solve their own problems as they play.

## Inspection activities

- The inspector viewed all parts of the childminder's home that are used for childminding.
- The inspector observed play and learning activities. She spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed regulatory documentation, including evidence of suitability checks, children's details, learning journals and a sample of policies and procedures.
- The inspector discussed self-evaluation and how this is organised to drive improvements that benefit the children.

## Inspector

Nicola Jones

## Inspection findings

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

The childminder's quality of teaching is consistently good. She supports children's physical skills well. Children are encouraged to pick up small objects, such as pom-poms. This develops the small physical skills required for early writing and supports children's readiness for school. The childminder supports children's early communication skills generally well. She shows children how to pronounce words by repeating what they say. However, there are times when opportunities to extend children's developing language skills even further are not maximised. For example, occasionally, the childminder intervenes too soon when she asks children a question. She does not always allow them enough time to think about and provide their own response. The childminder provides new and unusual activities that encourage children to explore and which arouse their curiosity. For example, children become deeply involved when they post pom-poms into cardboard tubes and watch as they fall into the container beneath. However, the childminder does not always provide time and space for children to find things out for themselves and learn through trial and error. For example, when pom-poms become stuck in the tube, the childminder pushes them through without allowing children to explore how to do this for themselves.

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

The childminder provides high levels of care. As a result, children develop good relationships with her and they are confident and motivated to investigate their surroundings. They freely explore and choose resources from the childminder's welcoming home and well-resourced conservatory area. Children's behaviour is good. The childminder provides gentle reminders, such as picking objects up from the floor, to reinforce behavioural expectations. Good opportunities are provided for children to develop their independence skills and to promote their physical well-being. Fresh fruit is provided daily and children enjoy preparing their own snack using plastic knives to cut pieces of banana. The childminder supports children well emotionally when they are preparing to move into school. She takes children to their new environment and helps them to become familiar with their new teachers.

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

The childminder understands her responsibility in delivering the Early Years Foundation stage. She reflects regularly on the activities she provides. This ensures experiences that are offered, mirror children's interests and cover all areas of learning. Children's assessments are reviewed well. The childminder highlights any areas where intervention may be required, in order to meet children's individual needs. Children are safeguarded well. Ongoing risk assessments ensure hazards are minimised within the childminder's home. Good use is made of advice from external agencies, in order to meet children's individual needs and circumstances. Regular training keeps the childminder updated with recent developments and supports children's welfare, learning and development.

## Setting details

<b>Unique reference number</b>	EY275723
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	860911
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 May 2009
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Stockton-On-Tees. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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