

# Childminder Report

## Inspection date

13 May 2015

Previous inspection date

5 June 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 holds a relevant early years degree and has very good understanding of how to promote the learning of young children. She enhances her good knowledge even further by attending training and she welcomes advice from local authority professionals.
- Partnerships with parents are strong and support children's learning needs well. The childminder keeps them well informed of their children's learning and development. They share examples of their child's learning at home through daily discussion and regularly view children's learning journal files.
- Safeguarding knowledge is strong. The childminder carries out daily risk assessments of the environment. This ensures hazards are minimised and all areas are safe for children to access.
- The childminder supports children to develop an understanding of the importance of living a healthy lifestyle. She ensures they have daily opportunities to play outdoors, and talks to them about the benefits of eating fresh and nutritious foods at snack time.
- The childminder makes very good use of children's family photographs to comfort children if they become upset. This supports their emotional needs in a highly effective way.

### It is not yet outstanding because:

- Occasionally, the childminder provides fewer resources during planned activities for younger children to extend their exploration and investigation skills.
- Opportunities to extend young children's interest in making marks indoors with equipment, such as crayons and chalk 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:**

- increase the range of resources available for younger children during planned activities, in order to enhance their exploration and investigation skills
- extend opportunities indoors for younger children to experiment and make marks using early writing materials, such as crayons and chalk.

## Inspection activities

- The inspector viewed all parts of the premises used for childminding.
- The inspector observed play and learning activities, and 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 and, as a result, children make good progress in their learning and development. She promotes children's counting skills very well through everyday activities, such as counting objects when sharing story books. The childminder provides generally good resources to support planned activities, such as dough. Older children enjoy learning about shapes as they handle and press cutters into their dough. However, younger children are not always presented with resources that arouse their curiosity and encourage them to explore and investigate, for example, when playing with the dough. Children thoroughly enjoy the time they spend outdoors. They fill buckets with water from the tap and make marks on the ground using paintbrushes. This develops their physical skills and prepares them well for school, when the time comes. However, fewer opportunities are provided indoors for younger children to further enhance these skills. For example, although a low-level chalkboard is available, no visible chalks are presented for children to use.

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

Children are happy, confident and motivated to learn. This is because the childminder provides high levels of care and meets their emotional and physical needs effectively. Children's independence skills are supported well. For example, they use soap dispensers to wash their own hands and enjoy helping to prepare their own lunch, especially home-made pizzas. Good quality information is gathered on entry to the provision. Parents share information, such as, feeding, sleep routines and medical needs. The childminder adheres to this and provides continuity for each child. Children are supported well emotionally when they prepare to move on to school. The childminder encourages children to take part in activities, such as dressing up in school uniform. This helps them to become familiar with their new routines.

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

The childminder understands her responsibility in meeting children's welfare, learning and development needs. She works effectively with her co-childminder to reflect upon the service provided. Areas of provision are reviewed to assess what is working well and ensure activities provided reflect children's interests and stage of development. Good use is made of parent evaluation forms to gather their views and help shape the service provided. This supports children's achievements over time. The childminder keeps track of children's progress. She analyses children's assessments effectively and seeks intervention from external agencies, if this is applicable, to meet children's needs. Partnerships with local schools are good. For example, information is shared effectively with school teachers when children in their Reception Year attend after school. Consequently, the childminder provides effective learning experiences and activities that complement children's learning at school.

## Setting details

<b>Unique reference number</b>	EY379863
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	981503
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 June 2009
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Stockton-On-Tees. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant Early Years degree and works alongside her mother as a co-childminder. She receives funding for two-year-old children.

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