

Childminder Report

Inspection date

9 June 2015

Previous inspection date

16 January 2012

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 childminder is kind and caring. She teaches children how to enjoy each other's company and to care about others' feelings. Consequently, children are learning about acceptable behaviour, behave well and have lots of fun together.
- The childminder has a secure understanding of how to promote younger children's emerging communication and language skills. She describes what children are seeing and doing, which helps them to use new words and understand their meaning.
- Teaching is effective because the childminder has a good understanding of how to promote children's learning. Consequently, all children make good progress and are well prepared for their next stage in learning, such as school.
- The childminder works closely with her co-childminder and assistant to provide good quality childcare. The assistant's work is closely monitored and opportunities for her to attend training are provided to enhance her childcare knowledge.
- The childminding environment is welcoming and stimulating. There are lots of good quality, exciting toys and resources, which are used well to promote children's learning.

It is not yet outstanding because:

- Strategies to share suggestions with parents about how they can continue and extend children's learning at home are not fully in place.
- There are further opportunities to evaluate and improve practice, for example, through the use of observations and discussions of practice with the co-childminder and assistant, to share, reflect and build on each other's work.

What the setting needs to do to improve further

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

- strengthen strategies to help parents promote children's learning at home, for example, by making suggestions for activities
- introduce opportunities for staff to observe and discuss practice, in order to review, reflect and suggest ways to enhance each other's practice further.

Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector observed activities in the home and carried out a joint observation with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to at the inspection and provided in written form.

Inspector

Lindsey Pollock

Inspection findings

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

The childminder is experienced and well qualified, resulting in a secure understanding of how young children develop. She uses this knowledge and the information from her observations to assess and plan for their further learning. This ensures children make good progress. However, she does not always share her expertise with parents by making suggestions about what they could do at home to further children's learning. Activities are planned and adapted with children's interests and next steps for their learning in mind. For example, the childminder responds to children's interest in horse riding by creating their very own gymkhana in the garden. Children have much fun as they take their 'horses' over the jumps and laugh and giggle in delight. The childminder uses this opportunity to count with the children, support them to share and take turns and encourage them to use their imaginations.

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

Children are clearly happy and confident in the care of the childminder and her co-childminder. Partnerships with parents are positive. This ensures lots of information is shared so that children's needs are met and parents know what their child has been learning. Details of children's routines, likes, dislikes and interests are obtained before they start. This supports children's emotional development and helps them to settle quickly. The childminder helps children to develop the skills and attitudes they need for when they start school. For example, she supports them in learning to manage their personal needs and be confident in the company of others. Children love playing in the outdoor area, which ensures they are physically active, benefit from the fresh air, and learn to take appropriate risks. Healthy food is offered and the childminder talks to children about a healthy diet. Consequently, they are learning about the importance of a healthy lifestyle.

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

The childminder successfully implements the requirements of the Early Years Foundation Stage. This promotes children's learning and development and safeguards their welfare. The childminder sees the safeguarding of children as her utmost priority. Arrangements for their protection are robust and well embedded. She is clear about the steps she must take should she be concerned about a child's welfare. The childminder uses effective measures to ensure that the premises are safe and secure. Stringent procedures are in place to ensure children are not at risk from visitors or any other persons. The childminder works closely with her co-childminder and assistant to monitor and evaluate the provision. Parents' views are sought and respected and help to drive continual improvement. The childminder shares ideas with her co-childminder and her assistant. However, more formal arrangements for the evaluation of each other's practice have not been considered, to help enhance the already good provision.

Setting details

Unique reference number	EY428148
Local authority	Stockton on Tees
Inspection number	852853
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	12
Name of provider	
Date of previous inspection	16 January 2012
Telephone number	

The childminder was registered in 2011 and lives in Stockton-on-Tees. She works with another childminder and an assistant. The childminder holds an early years qualification at level 5. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

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