

# Childminder Report

**Inspection date**

9 June 2015

**Previous inspection date**

16 January 2012

<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**

- Children develop a strong sense of belonging as they form appropriate relationships with the childminder and each other. This reinforces children's self-confidence and emotional well-being, so that they feel safe and secure to explore the environment.
- The childminder has a good understanding of how to protect the health and safety of children in her care. All areas are clean and good hygiene routines are followed. Risk assessments are used to guard against hazards on a daily basis, in the home and when children go on outings.
- The childminder delivers consistently good teaching to meet the needs of children. She accurately assesses and monitors children's development so she can plan activities that are tailored to the next steps in their learning.
- The childminder understands her responsibilities with regard to child protection. She is familiar with local safeguarding procedures, and is alert to signs which indicate that children may be at risk of abuse.
- There is a wide range of resources readily available that children can use in a variety of different ways to enhance their exploratory and discovery play.

**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 quality of teaching is good. Children's learning and development are significantly enhanced by the childminder. They acquire a wide range of skills to support them in their future learning. Activities are based on children's interests to ensure they are fully engaged. For example, the childminder recognises that some children are captivated by filling and emptying containers, so she provides lots of resources and opportunities for them to do this. She knows this is an important stage in their learning and so gives them the time and space to pursue this without interrupting their play. Good use is made of community groups. Attendance at sessions in the local children's centre means children benefit from even more learning opportunities. Additionally, they learn to be in larger groups in preparation for nursery. Partnerships with parents are positive. The childminder keeps them fully informed about their child's care and progress while with her. However, there is capacity to enhance children's learning even further by providing suggestions for how this can be extended at home.

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

The childminder has close attachments with children in her care. Each co-childminder takes on a key-person role for individual children. However, children are clearly happy and settled in the care of either childminder and approach both of them with affection. Parents say their children are always happy and confident to be with the childminders. The childminder teaches children about the importance of being kind to each other and supports them to share and take turns. She promotes their understanding of healthy lifestyles. They benefit from daily walks, play in the inviting outdoor area and visit local parks, where they have opportunities to further develop their physical skills. The childminder effectively helps children to understand how to stay safe through discussions and routines.

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

The childminder uses the knowledge gained from her childcare training and her considerable early years experience to meet the requirements of the Early Years Foundation Stage successfully. She maintains all required documentation to help safeguard children. She implements effective policies and procedures for the safe and efficient management of the setting. The childminder monitors and supports the work of her assistant effectively to ensure they understand their role and responsibilities. She provides opportunities for them to complete training, such as first aid, for their professional development. Parents' views are sought about the quality of the provision. The childminder also has discussions with her co-childminder and assistant to see how improvements can be made. However, she has not considered the benefits of introducing more formal observations of each other's practice to help with the evaluation process.

## Setting details

<b>Unique reference number</b>	EY428154
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	852855
<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>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 January 2012
<b>Telephone number</b>	

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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