

# Childminder Report

**Inspection date**

9 July 2015

**Previous inspection date**

16 February 2010

<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		Outstanding	1
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 quality of teaching is consistently good and on occasions outstanding. The childminder provides children with a wide range of suitably challenging learning experiences. As a result, children show motivation and interest in their activities and are making good progress.
- Children are safeguarded extremely well because the childminder understands the procedures to follow if she has any concerns. She also has a secure understanding of the signs and symptoms of abuse. This means children's welfare is fully protected.
- Children have developed exceptionally strong relationships with the childminder, which means they are very happy and settled in their surroundings. The childminder is highly responsive to children's individual needs and her care practices reflect their individual routines and needs. This successfully promotes their emotional well-being.
- The childminder has built very good links with other early years settings children attend, helping to ensure consistency and continuity in learning.
- The childminder provides clear guidance for children about what is acceptable behaviour. Consistent boundaries are in place and children are taught about the importance of being kind to each other. Consequently, behaviour is good and children are happy and relaxed in this homely setting.

### It is not yet outstanding because:

- The childminder is not always fully successful in seeking precise information from all parents about what children do at home, so this can be taken into account when planning activities to maximise children's good learning even further.

## What the setting needs to do to improve further

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

- explore further ways to help parents share what they know about their children, to complement their learning from home.

### Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the childminder's self-evaluation document, children's learning journals and a sample of policies and procedures.
- The inspector observed planned activities, indoors and outdoors, and discussed these with the childminder.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adult household members.
- The inspector took account of the views of parents through letters provided for the inspection.

### Inspector

Karen Tervit

## Inspection findings

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

The childminder provides a wide range of exciting and interesting activities to promote children's development across all areas of learning. She talks to children as they play, giving them time to respond to her careful questioning. As a result, children are becoming confident communicators and critical thinkers. The childminder enthusiastically engages with children when they find a spider. She skilfully builds on their spontaneous learning by providing magnifying glasses to look more closely at the spider, and effectively supports them with making their own spiders through creative activities. Consequently, children remain involved and interested. The childminder shares lots of information with parents about children's learning and progress in her home. However, she is not always fully successful in obtaining information from all parents about children's ongoing achievements and interests at home. Therefore, children's full range of experiences are not shared and taken into account when planning activities, to extend children's good learning even further.

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

Children are extremely well settled, confident and happy in the childminder's home. They have positive relationships with the childminder and she is highly attentive to their individual needs. The childminder is extremely nurturing and gives children her full attention. She teaches them how to keep themselves safe, so that they develop an excellent understanding about how to manage age-appropriate risks and challenges, inside and outside of the childminder's home. Children's physical development and health are promoted extremely well. The childminder provides extensive opportunities for outdoor play, along with interesting and innovative activities to teach them about the importance of a healthy lifestyle. She maintains high standards of hygiene throughout her home.

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

The childminder has a very good understanding of the requirements of the Early Years Foundation Stage and she implements these very well. The childminder is well qualified and highly experienced. She demonstrates a strong commitment to continually improving the effectiveness of her teaching, to help children make the best possible progress. She accesses relevant training, shares good practice with other early years professionals and keeps up to date with current childcare developments. The childminder is consistently reviewing and improving her practice. She regularly consults with parents and children to gain their views. This enables her to provide a service that meets the needs of those who attend. The childminder monitors children's progress by tracking their development. As a result, she quickly identifies and addresses any gaps in children's learning. Therefore, children make good progress and are well prepared for their next stage in learning, such as nursery or school. The childminder completes regular risk assessments of the environment, identifies hazards and takes appropriate steps to minimise these.

## Setting details

<b>Unique reference number</b>	305813
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	871776
<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>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 February 2010
<b>Telephone number</b>	

The childminder was registered in 1998 and lives in Stockton-on-Tees. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides funded early education for two-year-old children.

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