

# Childminder Report

**Inspection date**

15 September 2015

Previous inspection date

9 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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- The childminder has a secure knowledge and understanding of how children learn and develop. Teaching is good because she plays alongside children, encouraging them to try activities for themselves and extending their learning.
- The childminder closely monitors what children know and can do, in order to plan for their next steps in learning and to assess any potential gaps in their development. This helps children to make good progress in all areas of learning.
- The childminder talks to children in a calm and respectful manner. She closely observes them and listens sensitively to their needs. This contributes to children behaving well and feeling very settled in her care.
- Partnerships with parents are very good. Valuable information about children's welfare and learning is regularly shared between the childminder and parents. This results in children's individual needs being quickly identified and met.
- The childminder has a good understanding of her responsibilities to safeguard children. As a result, children are protected and cared for in a safe, secure and well-kept environment that promotes their welfare, safety and well-being.

**It is not yet outstanding because:**

- The childminder has not established effective partnerships with local schools to enhance the good progress children are making.

## What the setting needs to do to improve further

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

- further establish the partnerships with local schools and share purposeful information about children's individual learning to help provide children with continuity and consistency in their learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector had discussions with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of those living at the setting.
- The inspector took account of the views of parents through written feedback provided for the inspection.

### Inspector

Julie Morrison

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure understanding of the statutory requirements and other government requirements. She organises her setting very well and uses a wide range of up-to-date policies and procedures to effectively underpin her good practice. The arrangements for safeguarding are effective. For example, the childminder ensures that all adults within her home are suitable. The childminder shows a genuine commitment to evaluating her practice. She is reflective and makes good use of the Ofsted self-evaluation form and the views of parents and children to identify areas to improve. Younger children's learning is enhanced through the effective two-way flow of information with other providers of the Early Years Foundation Stage. However, for those early years children who have recently started school, partnerships have not been developed well enough to share information about their individual learning.

### Quality of teaching, learning and assessment is good

The childminder supports children's learning well. She works closely with parents to accurately identify children's starting points in learning. The childminder makes good use of ongoing observations to assess the progress that children are making. Children develop good communication skills because the childminder introduces new language into their play. For example, she talks about mathematical concepts, such as higher and smaller, as they build toy towers. Children enjoy interacting with the childminder. She gives them time to try activities for themselves and recognises their efforts as achievements. This motivates children to learn and helps them to develop their problem-solving skills. Children develop their hand-to-eye coordination and their creativity as they pour, mix and use a variety of tools to make and explore soft dough.

### Personal development, behaviour and welfare are good

Children form strong attachments with the childminder. This is because the childminder has flexible arrangements for induction that ensure children get to know her and her home prior to starting. Parents are confident that their children are happy and settled. The childminder supports children's self-esteem and they develop good relationships. This is evident as even children who are new to the setting make confident choices about what they would like to play with. The childminder promotes children's good health well. Children have daily opportunities to be physical and enjoy playing in the garden. They also learn about keeping healthy because the childminder talks to them about the importance of washing their hands before eating.

### Outcomes for children are good

All children make good progress in their learning and development. Children develop the skills they need for starting school. For example, the childminder takes younger children to play groups where they are able to develop their social skills. Older children develop their literacy skills, for example, they learn how to write their own names.

## Setting details

<b>Unique reference number</b>	EY275474
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	860904
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 February 2010
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in the Ingleby Barwick area of Stockton-on-Tees. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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