

# Childminder Report

<b>Inspection date</b>	20 October 2015
Previous inspection date	9 February 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
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 works alongside her co-childminder to plan age-appropriate activities for children that support their interests and provide challenge and fun. This helps children to be motivated and eager to learn.
- Children's emotional and physical well-being are supported well by the warm and friendly childminder. They are confident and develop close relationships with the childminder.
- There is effective partnership working with parents and other providers. This supports continuity in children's learning and contributes to the good progress they make.
- The childminder works closely with her co-childminder to monitor the environment and the activities that they provide. They provide parents with questionnaires and use the Ofsted self-evaluation form to evaluate the strength of their practice and the areas for development.
- Children's good health is promoted well. They are provided with balanced meals and have daily opportunities for physical exercise.

### It is not yet outstanding because:

- At times, the childminder does not best support children's speaking skills, with particular reference to the pronunciation of specific words.
- The childminder does not always provide older and more-able children with opportunities to extend their information and communication technology skills.

## What the setting needs to do to improve further

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

- extend older and more-able children's understanding of how information and communication technology can be used for particular purposes
- extend children's speaking skills to best support the development of their growing vocabulary.

### Inspection activities

- The inspection 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 and her co-childminder.
- The inspector spoke with the childminder, her co-childminder and children. 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 parents' views through completed questionnaires.

### Inspector

Julie Morrison

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a secure understanding of the Early Years Foundation Stage. She works closely alongside her co-childminder to regularly observe children to identify what they know and can do. Together, they accurately track children's progress and identify the next steps in their learning which is used to ensure that planning is based on their individual learning. This information is shared effectively with parents and other providers involved in children's care and learning. The arrangements for safeguarding are effective. The childminder fully understands the procedure to follow to protect children from harm. Risk assessments have been completed on the premises and appropriate procedures are in place to help keep children safe, such as keeping external doors locked and supervising them at all times.

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

The quality of teaching is good. The childminder supports children to learn through providing a wide range of resources and activities which promote all areas of learning. Children's starting points are identified through information provided by parents on entry and initial observations by the childminder of what they can do. The childminder supports children to develop their creative skills well. Young children spontaneously sing and explore a variety of different textures and materials. For example, they make pictures using leaves, feathers and paint. The childminder supports children's language development as she asks them to name colours and objects. However, on occasion, she does not use the correct word for objects to further support their good speaking skills. Children are developing their early mathematical skills, for example, they count blocks as they build. However, opportunities for older and more-able children to further develop their information and communication technology skills are not as well established.

### Personal development, behaviour and welfare are good

The childminder and her co-childminder provide a welcoming and well-resourced environment for children. The childminder gathers detailed information from parents, enabling her to meet children's individual needs well. Children's independence is developing well, for example, they confidently get drinks when they are thirsty. Children help to tidy away resources when they are finished with them. The childminder gives children regular praise and encouragement. This helps children to feel valued and promotes their self-esteem. The childminder uses planned activities, such as building The Great Wall of China with boxes to raise children's understanding of different cultures.

### Outcomes for children are good

Children are happy and settled at the setting and make good progress in their learning and development. The childminder accurately assesses the progress children are making and identifies any gaps in their learning. This helps all children to make good progress and be well prepared for their move to school.

## Setting details

<b>Unique reference number</b>	EY433858
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	853457
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 February 2012
<b>Telephone number</b>	

The childminder was registered in 2011. She works alongside another registered childminder. She works from her co-childminder's home in Stockton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

