

# 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 and her co-childminder provide children with a wide range of interesting activities that motivates them to learn. This helps all children to make good progress in their learning.
- The childminder provides a welcoming and homely environment for the children. They settle well because she helps them to feel safe and secure in her care.
- The childminder works well with parents and other providers of the Early Years Foundation Stage. She shares information about children's care and progress, and encourages parents to share information about children's learning from home.
- The childminder has completed risk assessments and carries out daily checks of her home to ensure that all hazards are identified and removed.
- The childminder and her co-childminder successfully evaluate the service they provide. They obtain feedback from parents and regularly reflect on their practice to consider what works well and what changes they can make.

### It is not yet outstanding because:

- On occasion, children are not encouraged to try to do things for themselves and further develop their independence.
- Older and more-able children have fewer opportunities to explore information and communication technology.

## 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
- enhance children's independence and creativity, and allow them even more time to try things for themselves and explore their own ideas.

### 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 arrangements for safeguarding are effective. The childminder has attended relevant training and, as a result, has a secure understanding of the procedures to follow should she have a concern about a child in her care. The childminder attends regular training to keep up to date and develop her good practice. Feedback from parents is positive. They state how happy they are with the service the childminder provides.

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

The childminder carries out regular observations of children and works closely with her co-childminder to plan experiences to support children's interests and next steps in learning. She assesses the progress children are making and shares this effectively with parents. Children play in a stimulating learning environment and activities cover all areas of learning. However, although younger children play with push-button toys, opportunities to further extend older and more-able children's understanding and use of information and communication technology are not as well established. The childminder joins in with children's play, talking to them and adding new words to their vocabulary, such as top and bottom. Opportunities for children's early writing are supported well. For example, they use paint brushes to mark make. Children develop their counting skills as the childminder weaves in counting naturally as they play. The childminder provides children with a wide range of creative resources, for example, they use paint and leaves to make pictures. However, on occasion, the childminder is over eager to support children as they play. She does not provide them with opportunities to further develop their independence and try things for themselves. For example, the childminder pours out the glue and paint, and hands resources to the children.

### Personal development, behaviour and welfare are good

The childminder is fun, warm, caring and children are happy in her care. She works closely with parents from the start to support children in the settling-in process. She promotes children's physical well-being and helps them to learn about healthy lifestyles through planned activities and daily opportunities to be physical, such as going for walks to the local park. The childminder provides children with healthy meals and snacks, such as fresh fruit. Children behave well in the setting. The childminder and her co-childminder establish clear rules and boundaries, and encourage children to share and be kind to each other.

### Outcomes for children are good

All children make good progress from their starting points. Older children develop the skills required for moving to school, for example, they begin to learn to read and write their own name. Younger children gain confidence as they attend regular toddler groups where they are able to socialise with their peers.

## Setting details

<b>Unique reference number</b>	EY433873
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	853459
<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 and lives in Stockton-On-Tees. She works alongside another registered childminder. 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

