

Childminder Report

Inspection date

1 December 2015

Previous inspection date

14 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 well-qualified childminder has a good understanding of the requirements of the Early Years Foundation Stage. She uses this knowledge to plan effectively, meet gaps in children's learning, and identify and support their additional needs.
- Children enjoy chatting to the childminder as they play. She knows children's individual needs and characters very well and sensitively nurtures them. This helps children feel valued, safe and secure.
- The childminder provides an interesting and inviting environment which reflects children's stages of development and interests. Children enthusiastically engage in activities which extend their knowledge and promote their next steps in learning.
- Children are very well prepared for school. The childminder helps children develop the key skills to cope well as they move on from the setting. Furthermore, positive and cooperative relationships with schools result in good communication and information sharing.
- The childminder has high expectations of all children and is a very good role model. She shows children how to be polite and kind to one another, and their behaviour is very good.
- The childminder is flexible when children start in the setting to help them settle at their own pace.

It is not yet outstanding because:

- Children are not always able to listen and distinguish words and letter sounds most effectively, due to background noise from the television.
- The childminder does not always provide children with enough time to formulate their responses to questions, before providing them with the answer.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their listening skills, without unnecessary distractions
- provide more time for children to think about and respond to questions.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability of all members of the household.
- The inspector completed a joint observation with the childminder.
- The inspector observed children and assessed the quality of teaching.
- The inspector viewed a sample of documentation, including policies, children's records, observation, assessment and planning systems, and risk assessments.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows what to do if she has a concern about a child. She teaches children how to stay safe as they move around the setting and ensures that the environment is hazard free. Health and safety policies and procedures are comprehensive and evident in practice. Positive relationships with schools and other professionals help to ensure that children's learning and development needs are met. The childminder tracks children's achievements to ensure that they progress well and regularly reviews this with parents, who feel well informed. The childminder is reflective, evaluative and seeks the views of children and parents to aid development planning. She is committed to enhancing her knowledge through training and works closely with childminder colleagues to share good practice. The childminder monitors and supports her assistant very well and is quick to address his training needs. Regular planning meetings ensure that there is consistency of care, teaching and learning.

Quality of teaching, learning and assessment is good

Teaching is good. Children are enthusiastic and active learners, who thoroughly enjoy playing alongside and with each other. The childminder effectively models good use of language to help widen children's vocabulary. Children become confident communicators and are happy to share their thoughts and ideas. Children negotiate and discuss the direction of their play. For example, they organise a show together and later work out how to arrange a set of chairs to create a bus. The childminder engages in role play with children to spark their imaginations further. At lunchtime she suggests children travel on their bus to the picnic area she has created in the living room. The childminder has very good relationships with parents. Children's individual learning records provide a comprehensive picture of their achievements, and parents enjoy accessing these and adding to them. Effective two-way communication ensures that children's achievements are celebrated and built upon, at home and in the setting.

Personal development, behaviour and welfare are good

Children are cared for very well in this positive, happy learning environment. They feel comfortable, settled and have a sense of belonging. The childminder encourages children to be independent, develop resilience and persevere when faced with challenges. This helps them gain confidence, be willing to try new experiences and not to be over reliant on adults. The childminder understands the importance of helping children lead healthy lifestyles and ensures that snacks, meals and drinks are nutritious and balanced. Children have daily opportunities to spend time outdoors and on outings. This provides them with fresh air and exercise in all kinds of weather and helps children engage with the natural world. Attendance at groups in the locality helps develop children's social skills and sense of community.

Outcomes for children are good

The childminder provides opportunities for children to develop their knowledge and understanding across all areas of learning. This helps to ensure that all children make good progress from their starting points.

Setting details

Unique reference number	EY430219
Local authority	Stockton on Tees
Inspection number	853072
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	14 December 2011
Telephone number	

The childminder was registered in 2011 and lives in Stockton-on-Tees. The childminder holds an appropriate early years qualification at level 3. The setting opens from 7am until 6pm, Monday to Friday, all year round. The childminder works with an assistant.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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