

# Childminder Report

<b>Inspection date</b>	12 January 2016
Previous inspection date	22 March 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 quality of the childminder's teaching is consistently good. She has a secure knowledge of how children learn through play. She talks to children about what they are doing and encourages them to explore and to keep on trying. This helps children become motivated and interested learners.
- Children learn to respect and celebrate each other's differences. The childminder provides resources and activities that help teach children about other people and the wider world.
- Children's safety is given high priority. The childminder thoroughly risk assesses her premises and the venues she visits with children. Potential hazards are identified and minimised and children are closely supervised at all times.
- Children have developed strong relationships with the childminder. She is very caring and responsive to children's individual needs. This successfully promotes children's personal and social development and emotional well-being.
- Partnerships with parents are very positive. The childminder shares lots of information with them relating to their children's learning and care to help ensure consistency between the childminding environment and home.

### It is not yet outstanding because:

- The childminder does not always make the most of her good partnerships with all other settings children attend to share detailed information about children's learning.
- The childminder's planned activities are not always sharply focused on what children need to do next to raise their achievements to an even higher level.

## What the setting needs to do to improve further

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

- strengthen the partnerships with all other providers children attend so that fuller information about their learning is exchanged
- sharpen the planning of activities provided so that they consistently build on what children need to learn next to help them achieve as much as possible in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector talked to the childminder and children at appropriate times during the inspection and carried out a joint observation with the childminder.
- 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 checked evidence of the childminder's qualifications and evidence of the suitability of all adult household members.
- The inspector took account of the written views of parents.

### Inspector

Karen Tervit

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified childminder is experienced and committed to providing children with good quality care and learning in a safe and welcoming environment. The arrangements for safeguarding are effective. The childminder attends regular safeguarding training to ensure that she is fully informed of any new guidance and legislation. She has a good understanding of possible signs and symptoms of abuse and of the steps to take should she have concerns. The childminder carefully considers her professional development. She attends training, acts on the advice offered by the local authority advisers and accesses information on the internet to extend her knowledge. Since her last inspection, she has developed effective self-evaluation which helps her to reflect on her practice. The childminder involves parents in the process and takes on board their comments to help her improve what she offers for children.

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

The childminder understands the importance of promoting all areas of learning and does this extremely well. She gently supports and extends children's learning. For example, she sits alongside them as they play. She helps children to persevere as they thread the different buttons on to laces, encouraging them to name colours and talk about different sizes and shapes. Children independently access a good range of developmentally appropriate resources and often become deeply engrossed in their play. For example, children choose to play with the vehicles, carefully lining them up and finding figures to drive them. The childminder values children's comments and encourages them to share their thoughts, ideas and needs. For example, she listens carefully and repeats words back to them correctly. This helps children become confident communicators.

### Personal development, behaviour and welfare are good

The childminder provides a warm, welcoming and stimulating environment. Children are happy and settled in the childminder's care. Their behaviour is good. The childminder promotes their confidence and self-esteem through consistent praise and encouragement. She provides nutritious snacks and fun activities to help children learn about the importance of eating healthy foods. The childminder ensures that children have regular opportunities to play in the fresh air. Children access the garden and have daily walks in the local environment. This helps them to learn about the world around them. Visits to the park help children to develop their large-muscle skills as they access the climbing equipment. The childminder takes children on regular visits to local groups which help them to develop social skills. Children learn to respect themselves and others through the childminder's guidance and a variety of activities.

### Outcomes for children are good

Children are independent learners and make good progress from their starting points. They develop the key skills they need for the next stage in their learning, helping prepare them for the move on to nursery and school.

## Setting details

<b>Unique reference number</b>	312669
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	868100
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	22 March 2012
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Middlesbrough. 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.

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