

# Childminder Report

**Inspection date**

25 February 2016

Previous inspection date

1 July 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 establishes good partnerships with parents. She gathers information from parents about what children can do when they start the setting. She ensures that her settling-in arrangements are flexible and meet children's individual needs.
- The childminder has a good knowledge of child development and understands how children learn through play. She provides children with a range of stimulating activities that they are interested in. She effectively extends and promotes children's learning as they play, helping to them to become active learners.
- The childminder forms positive relationships with children. She is caring, sensitive and helps children to develop confidence, self-assurance and ensures that their emotional needs are met.
- The childminder has established effective partnerships with other settings that children attend. This helps to support consistency of care and learning for all children.
- The childminder uses good teaching strategies to effectively promote their speech and language development. She interacts well with children, providing lots of explanation about what she is doing and introducing new words. This helps children to develop their speaking skills and expand their vocabulary.

### It is not yet outstanding because:

- The childminder's professional development is not specifically focused on developing her good teaching skills to an even higher level.
- Although the childminder gathers initial information from parents, she does not consistently encourage parents to be involved in their children's learning.

## What the setting needs to do to improve further

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

- focus the programme of professional development more precisely on raising the quality of teaching to an even higher level
- develop further ways of engaging all parents in their children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as the childminder's policies and procedures and evidence of the suitability of family members.
- The inspector completed a joint observation with the childminder.
- The inspector viewed all areas accessed by children.

### Inspector

Julie Campbell

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of her responsibility to protect children from harm. She demonstrates a good understanding of possible symptoms of children at risk. The childminder has a good understanding of statutory requirements. She uses her knowledge to observe, plan and monitor children's progress. The childminder has effective links with the local school. The childminder implements a good range of policies and procedures to promote children's health and safety. The childminder reflects on the service she provides. She identifies the strengths and weaknesses of her setting. She completes thorough risk assessments and carries out daily checks of all areas that are accessed by children.

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

The quality of the childminder's teaching is good. The childminder uses regular observations effectively to plan a wide range of exciting activities. The childminder uses effective strategies to support children's speech. For example, she reads stories to children using gestures and facial expressions and introduces new vocabulary. This helps to contribute towards the good progress they make in their language and communication skills. The childminder knows children well and provides activities that support and challenge their learning. Children are given time to develop their own ideas as the childminder plays alongside them. For example, children thoroughly enjoy experimenting with play dough, creating different animals. Children have a variety of opportunities to develop their mathematical skills and count and measure during their play. Children have access to a good range of resources and activities that encourage their interest in writing. They develop a great love of books and enjoy looking at books independently and thoroughly relish listening to their favourite stories.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Children form strong attachments with the childminder and she is warm, kind and caring. The childminder provides children with a homely and fun environment. The childminder is polite and respectful to children who are encouraged to use good manners. She offers constant support, guidance and reassurance to children. The childminder has high expectations of children and offers clear routines and boundaries. Children benefit from regular opportunities to play in the garden. Children's good health is effectively promoted. They are provided with healthy meals and snacks. Children show very high levels of self-control and concentration during activities. They have opportunities to be active and engage in physical play, both in the childminder's garden and on outings.

### Outcomes for children are good

All children make good progress in their learning from their starting points. They enjoy a wide range of activities and experiences, which capture their interests. Children are keen, confident and motivated to learn. The childminder promotes children's independence skills through routines and everyday activities. This helps children to develop the key skills needed for their next stage in learning, including school.

## Setting details

<b>Unique reference number</b>	312641
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	868098
<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 - 12
<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>	1 July 2010
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in the Marton area of Middlesbrough. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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