

# Childminder Report

**Inspection date**

8 March 2016

Previous inspection date

11 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 evaluates her provision in partnership with her assistant, parents and children. This has led to marked improvements since her last inspection and contributes towards her continued capacity to build on her good practice.
- The childminder is well qualified which contributes to the good standard of teaching. She understands the different ways in which young children learn and provides challenging and effective learning opportunities for them.
- Children enjoy their learning. The childminder supports them to persevere at activities. They develop a positive and inquisitive approach which helps to prepare them for later learning in school.
- The childminder effectively supports children's emotional well-being. She forms trusting relationships with children and is attentive to their individual needs and interests. Children quickly develop a sense of belonging and feel valued.
- The childminder has a fair and consistent approach to managing children's behaviour. Children know what is expected of them and they behave very well.

### It is not yet outstanding because:

- Individual children's learning is not always meticulously planned for. Information from observations is sometimes not used really effectively to identify specific next steps in children's learning.
- The childminder has identified the need to continue with her professional development, in order to help raise the good standard of teaching 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:

- make the most of what is known about individual children so specific areas of development can be targeted for really rapid progress
- seek out further professional development opportunities and enhance the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as self-evaluation and evidence of the suitability of people living and working on the premises.
- The inspector looked at written feedback from parents during the inspection and took account of their views.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has high expectations of her assistant and good systems in place for supervision. This supports them to work together effectively to promote good outcomes for children. Arrangements for safeguarding are effective. The childminder has developed clear policies that underpin her practice and she knows what action to take if she has a concern about a child. The childminder works effectively with parents, other professionals and settings that children attend. She visits local schools and pre-schools with children when they are ready to move on. This helps to provide a consistent approach to children's care and education and helps to prepare them well for the next stage in their learning. The childminder has a good knowledge of the learning and development requirements. This contributes towards her ability to plan a broad range of activities that promotes children's progress across all areas of learning.

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

The childminder has high expectations of all children. She completes accurate observations and identifies what children can already do. She plans challenging activities that are based on the next steps in their learning and that appeal to their interests. This helps to encourage children to make good progress. The childminder chats animatedly with children as they play together. She sensitively repeats key phrases back to children, providing them with the correct grammar and pronunciation for the sentences they attempt. This helps to promote children's communication and language development. The childminder grasps opportunities to teach children new skills. For example, children learn to count, sort and compare sizes and shapes as they build pyramids with building bricks. This helps to promote their progress in mathematics.

### Personal development, behaviour and welfare are good

The childminder meets children's individual care needs effectively, while being mindful to support their growing independence. Children demonstrate that they feel safe and confident. They are enthusiastic learners, who select activities independently and become engrossed in their play. The childminder takes children to local community activities. This supports them to develop confidence in bigger groups and learn social skills in preparation for school. Children learn about the needs and feelings of others. The childminder consistently promotes the use of good manners and creates opportunities for children to learn about rules and turn taking. The childminder encourages children to make healthy food choices and they get lots of fresh air and exercise. This helps to foster their developing knowledge of healthy lifestyles and supports their health and well-being.

### Outcomes for children are good

All children make good progress in their learning and are working within the typical range of development expected for their age. Children are well prepared for more formal learning when they move on to school. They learn to concentrate, pay attention and solve simple problems independently. Older children learn key skills, such as early mathematics and literacy skills. For example, children develop a love of books and even very young children learn to follow the text of stories as the childminder reads to them.

## Setting details

<b>Unique reference number</b>	312816
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	1036996
<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>	1 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	15
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 October 2012
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Acklam, Middlesbrough. She operates all year round from 7.30am to 6pm, Monday to Friday, for 48 weeks of the year. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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