

# Childminder Report

**Inspection date**

19 May 2016

Previous inspection date

24 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's teaching is good. Children progress well and develop the skills and knowledge across all seven areas of learning, both inside and outdoors.
- The childminder has a very kind, caring approach and supports children's emotional well-being, helping them to gain confidence and self-belief. Children demonstrate that they feel happy and secure in the childminders care and their behaviour is excellent.
- Partnerships with other settings and schools are good. The childminder shares information and promotes continuity of care and learning as children move between different learning environments. She plans activities to reflect, extend and consolidate their learning elsewhere.
- The childminder supports children's communication skills extremely well. Her conversations with children extend their understanding, widen their vocabularies and help them put their thoughts and feelings into words.
- Children learn about similarities and differences between themselves and others. They go on outings in the local area, and this helps them to understand and feel pride in their local community.

### It is not yet outstanding because:

- The childminder has not yet focused her continued professional development on improving her teaching to the highest possible level.
- Children are not always encouraged to think for themselves and solve problems, as they play.

## What the setting needs to do to improve further

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

- precisely focus professional development on enhancing teaching skills to the highest possible level
- enhance opportunities for children to think about and find solutions to problems.

### Inspection activities

- The inspector viewed the areas of the setting used for childminding.
- The inspector spoke to the children and childminder during the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector viewed a range of documentation, including, children's records, policies and procedures, risk assessments, training records and suitability checks.
- The inspector took into account the views of parents.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a very good understanding of how children learn and of the stages of development they go through. She is committed to improving her setting and meets with other childminders to share good practice. The childminder seeks feedback from children and parents, in order to help her plan for improvement and clear targets for development. Improvements have a positive impact on her practice and outcomes for children. The arrangements for safeguarding are effective. The childminder has a range of robust health and safety policies and procedures that helps to keep children free from harm. Risk assessments help the childminder minimise hazards in the setting and on outings. The childminder knows what to do if she feels that children's safety and welfare is at risk. Partnerships with parents are very good. The childminder tells them about children's daily progress to keep them well informed, enabling them to support learning at home. If the childminder has concerns about children's development she works closely with parents and other professionals to help close gaps in their learning.

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

The childminder is an enthusiastic practitioner, who motivates children and encourages them to explore and investigate their surroundings. She plans activities that engage and interest children, providing many opportunities for them to develop new skills. For example, during a junk modelling activity, children select materials to make a vehicle. They manipulate the materials, position them, spread the glue with good control carefully and talk with pride about their creations. They enjoy the challenge of deciding which materials will represent wheels, seats and windows. The childminder encourages children to persevere and overcome challenges. However, children know when to ask for help and the childminder is quick to recognise and respond if they need her assistance. This demonstrates the childminder's good understanding of children's individual needs.

### Personal development, behaviour and welfare are good

There are very good induction arrangements in place to help children settle, and they are soon happy and secure in the setting. The childminder works closely with parents to gather information about children's individual routines and care needs. She provides continuity of care between their home and the setting. Children are well supported to be considerate of each other, they play cooperatively and form strong friendships. The childminder ensures that children have regular opportunities for exercise and fresh air to help them develop an understanding of healthy lifestyles. Children have access to a range of nutritious snacks and drinks to help keep them energised and ready to learn.

### Outcomes for children are good

All children make good progress from their starting points. They are well prepared with the skills they need in readiness for school. Children listen attentively and respond appropriately as they play. They learn to share resources, take turns, help with tasks and show respect for their surroundings. They are well supported to make sense of the world around them, enjoy caring for others and show compassion and empathy. These skills help children cope well as they move on from the setting and start school.

## Setting details

<b>Unique reference number</b>	EY431249
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	853182
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 February 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Stockton-on-Tees. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The setting provides funded early education for three- and four-year-old children.

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Piccadilly Gate  
Store St  
Manchester  
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