

Childminder Report

Inspection date	19 May 2016
Previous inspection date	24 February 2012

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 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

Unique reference number	EY431249
Local authority	Stockton on Tees
Inspection number	853182
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	24 February 2012
Telephone number	

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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

