

Childminder Report

Inspection date

10 June 2016

Previous inspection date

16 July 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 makes accurate observations of children and regularly assesses the progress they make. This helps her to identify what children need to learn next and plan effectively. She swiftly identifies those who may need extra support. She tailors activities to children's individual needs and they catch up quickly in their learning.
- Parents are extremely happy with the care and education provided and feel involved in their children's learning. They comment on the excellent activities provided and praise how the children's progress and development is paramount to the childminder.
- The childminder effectively supports children's emotional well-being. She has a nurturing approach and lavishes the children with attention. Children quickly develop a sense of belonging and they feel valued in her care.
- Children behave well. The childminder has a calm and consistent approach to managing their behaviour. She works closely with parents to help ensure children have a clear and consistent understanding of what is expected of them.
- The childminder takes children on visits to local schools and pre-schools when they are ready to move on. She shares information about their care and learning needs with the new setting. This helps to support children during times of change and prepares them well for the next stage in their learning.

It is not yet outstanding because:

- The childminder does not fully gather in-depth information from parents about what children already know and can do when they first begin to attend.
- Although, the childminder reflects on her practice and seeks feedback from parents, she does not use her findings effectively enough to identify clear priorities for development.

What the setting needs to do to improve further

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

- gather more comprehensive information from parents about what children know and can do when they first start at the setting
- build on current arrangements for self-evaluation and identify clear priorities for future development.

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. She sampled documentation used by the childminder to support her provision and checked the suitability of the adult household members.
- 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 is qualified and takes steps to build on her skills and experience. This contributes to her in-depth knowledge of the different ways in which young children learn. It also contributes to her ability to provide challenging and effective learning opportunities for them. Arrangements for safeguarding are effective. The childminder knows what action to take if she has a concern about a child. She makes good use of risk assessments to help ensure children are safe in her care. The childminder has established effective partnerships with other settings that children attend. She shares information with them about children's learning and development. This helps to provide a consistent approach to supporting children's progress.

Quality of teaching, learning and assessment is good

The childminder is very enthusiastic and uses lots of eye contact as she plays alongside children. She chats to them animatedly and repeats keywords and phrases back to them. She provides them with the correct grammar and pronunciation for the sentences they attempt. This helps to promote their communication and language development. The childminder provides an effective balance of planned activities and opportunities for children to lead their own play. She knows children well and provides activities that appeal to their interests and individual learning needs. For example, children develop their imaginative skills as they play with toys based on their favourite characters. The childminder grasps opportunities to include numbers and counting in routines and activities. For example, children help to count toys as they tidy the room. This helps to promote their mathematical development.

Personal development, behaviour and welfare are good

The childminder meets children's individual care needs effectively, while being mindful to support their growing independence in preparation for school. She sensitively supports children to learn about rules and turn taking. This helps to teach them about the needs and feelings of others. The childminder is a good role model. She demonstrates good manners and reminds children about being polite. She offers consistently high levels of praise and encouragement to children. This helps to support their confidence, motivation and self-esteem. The childminder provides nutritious meals and snacks, and ensures children get lots of fresh air and exercise. This helps to foster their developing knowledge of healthy lifestyles. The childminder takes children out into the local community and helps them learn about the world around them.

Outcomes for children are good

All children make good progress in all areas of development from their starting points. They are working within the typical range of development expected for their age. They are inquisitive and show a positive attitude towards their learning. Children develop key skills in literacy. For example, they frequently seek out books and delight in anticipating what will come next when listening to stories. Children show an increasing ability to listen, concentrate and follow instructions. This helps to prepare them for more formal learning when they move on to school.

Setting details

Unique reference number	EY440609
Local authority	Hartlepool
Inspection number	1042086
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	16 July 2012
Telephone number	

The childminder was registered in 2012 and lives in Hartlepool. She operates all year round from 8am 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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Piccadilly Gate
Store St
Manchester
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