

# Childminder Report

## Inspection date

9 August 2016

Previous inspection date

30 January 2013

| <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 has successfully addressed the action and recommendation raised at the previous inspection. This shows a good capacity to improve and evaluate the provision further.
- The childminder maintains a generally good overview of the educational activities she provides for children. Resources and equipment are changed to reflect their interests and stage of development.
- Children behave well within the childminder's home. Effective strategies are shared between parents and the childminder to maintain a joint approach. This helps children to understand simple rules and boundaries.
- The childminder shows a good commitment to accessing professional development opportunities, such as training, to help her to improve the effectiveness of her teaching.
- The childminder meets regularly with other local childminders to share good practice. This supports her self-evaluation process and extends opportunities for children's learning and development.

### It is not yet outstanding because:

- Occasionally, younger children have to share resources during adult-led activities. This means they are not always able to fully explore their interests and sometimes lose focus.
- The organisation of books does not fully support younger children to develop an interest in early reading.

## What the setting needs to do to improve further

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

- review the organisation of adult-led activities and ensure children's learning is even more effectively supported
- improve the organisation of books in order to support younger children's early reading skills.

### Inspection activities

- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector observed play and learning activities and spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed regulatory documentation, including evidence of suitability checks, children's details, learning journals and a sample of policies and procedures.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures all doors and stairgates are locked when children are present. She has good knowledge of signs and symptoms of possible abuse and knows who to contact should she be concerned about a child's welfare. Children's assessment information is reviewed well. This helps the childminder to identify areas where children may need additional support to help them make progress. A good commitment is shown to working in partnership with external agencies in order to support children's individual needs. Procedures for self-evaluation are good. The childminder reflects on all parts of her practice, seeking the views of parents to help her identify areas for further development. She has accurately identified her back garden as a current area for improvement in order to provide more learning experiences for children and further promote their outcomes.

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

The well-qualified childminder has good knowledge of children's current stage of learning and development. She makes regular assessments and uses this information well to promote children's next steps in learning. Children's communication and language skills are supported well. The childminder models and repeats children's language when they begin to use single words. This helps them to extend their growing vocabulary. The childminder makes the most of everyday play-based activities to promote children's early mathematical skills. She counts with children when they use a scoop to transfer water from a container onto their flowering plant. Parents are kept well informed about their children's learning. Ongoing conversations take place and parents are involved in helping their children to develop confidence in activities, such as messy play.

### Personal development, behaviour and welfare are good

Good settling-in arrangements are in place and help children to develop confidence in staying with the childminder on their own. The childminder provides good levels of care and children develop good relationships with her. They show increasing confidence and motivation when exploring the learning environment and are happy to play alongside other members of her family. Good quality information is gathered on entry to the setting. Information, such as sleep routines or any comforters used, is used well to provide continuity in children's physical and emotional well-being. Children's physical health is supported well. The childminder provides water and fresh fruit throughout the day and ensures children access the outdoors to become physically active.

### Outcomes for children are good

The overall quality of the childminder's teaching is good. Although they have only been attending for a relatively short period children are beginning to show signs of making good progress in their learning. They are developing a number of skills to support their readiness for school, when the time comes. Children develop technology skills when they show an interest in toys with buttons and begin to learn how to operate them.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY449923  |
| <b>Local authority</b>             | Sunderland  |
| <b>Inspection number</b>           | 1042812   |
| <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 - 1   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 1   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 30 January 2013   |
| <b>Telephone number</b>            |   |

The childminder was registered in 2012 and lives in Sunderland. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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