

# Childminder Report

**Inspection date**

18 November 2016

Previous inspection date

22 July 2013

<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 plans an interesting range of activities for all children. She obtains resources specific to each child's interests and uses them to build on their individual learning. The childminder uses information gathered from her observations to measure children's progress. She plans effective next steps in learning as a result and children make good progress.
- The childminder and her assistant have a good knowledge of how children learn through play. She tells parents about the activities their child takes part in and about the progress they are making. She obtains information from parents about what children know and can do when they start in her care. She uses this information to establish clear starting points for their learning.
- Children form secure, happy relationships with the childminder, her assistant and each other. They thrive in the welcoming environment and the childminder gives high priority to supporting children's well-being.
- The childminder is committed to continually developing the quality of her provision. She effectively reflects on her practice and seeks the views of children and parents to support this and identify where positive improvements can be made.

**It is not yet outstanding because:**

- The childminder has not yet achieved highly successful ways to obtain information from parents about children's learning and achievements at home.
- Although there is a programme for ongoing professional development, this is not yet aimed at raising the quality 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:

- explore more-successful ways to gather information from parents about children's experiences and achievements, to build on what they learn at home
- plan an astute programme of professional development that is aimed at raising the overall quality of teaching and practice to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of adults within the home.
- The inspector took account of parents' written comments.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is committed to providing a high-quality provision. She critically reflects on her provision and makes some ongoing improvements. Safeguarding is effective. The childminder demonstrates confidently how to protect children from harm and follows well thought out procedures to promote their welfare. Her home is clean and secure and she takes positive steps to minimise risks to children. The relationship between the childminder and her assistant is professional and supportive. Effective supervision meetings and coaching are provided to continually develop the assistant's knowledge and skills. The childminder monitors children's learning effectively, which helps her to identify any gaps in their development and she provides additional support where necessary. She provides activities to help children to be well prepared for their move to pre-school or school.

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

The childminder is well qualified and understands how to promote learning effectively. She is passionate about her role and teaches with enthusiasm. The childminder provides a varied selection of interesting activities that encourages learning. For example, children investigate technology, which also ignites their interest in music and movement as they sing songs and dance. They use a wide range of resources to experiment with making marks and the childminder provides additional resources on request. The childminder uses the activity well to promote children's early mathematical skills, such as comparing size and counting. The quality of teaching is good. The childminder is positive and sensitive in her interaction with children. She guides and supports where needed as children make bears with a good range of resources. Literacy skills are supported effectively. Children enjoy stories and understand that print in the environment carries meaning.

### Personal development, behaviour and welfare are good

Children feel extremely comfortable in the childminder's care and know that she values what they have to say. They are exceptionally confident and frequently share their thoughts and ideas. The childminder's calm and enthusiastic manner has a very positive effect on children's exemplary behaviour and attitudes. Children routinely try to do things for themselves and show great success in their self-care. For example, they try to put on their coats in readiness for outdoors. Children have superb opportunities to learn about healthy lifestyles. They follow excellent hygiene procedures and develop a very positive awareness of healthy eating. Children learn how to keep themselves safe within the home and on outings. Children go on interesting visits into the community, which enable them to mix with other children and develop excellent social skills.

### Outcomes for children are good

Children make good progress in their learning from the start and develop skills that prepare them well for the move to school. They are motivated and interested in learning, and eagerly participate in activities and conversations. Children show good levels of concentration, have excellent self-belief in their independence, communicate confidently and take pride in their own achievements.

## Setting details

<b>Unique reference number</b>	EY458888
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	1066675
<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>	0 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	22 July 2013
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Hartlepool. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and holds an appropriate qualification at level 3.

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