

Childminder Report

Inspection date

4 November 2016

Previous inspection date

17 December 2013

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 is skilled at following children's lead and has an effective balance of child-initiated and adult-led activities. Children engage for extended lengths of time in activities they have chosen and become enthusiastic learners.
- The childminder helps children develop the skills they need for their eventual move to school. Older children demonstrate very good awareness of mathematical concepts, such as addition, and they accurately recognise numerals.
- The childminder has effective procedures in place to get to know children when they start. Children have secure bonds with the childminder. They demonstrate they feel safe after only a short time in attendance.
- The childminder is a very good role model for children. She helps them to be kind, respectful and tolerant of each other. Children's behaviour is exceptional.
- The childminder has developed good partnerships with parents and other settings children attend, such as schools. She shares detailed information about children's development and promotes continuity of care and learning.

It is not yet outstanding because:

- The childminder does not fully extend the youngest children's play and exploration. This does not help them to make rapid progress towards their learning goals.
- There is scope to build on opportunities during the day, such as mealtimes, to further develop children's self-help skills and awareness of healthy choices.

What the setting needs to do to improve further

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

- enhance the youngest children's exploration even further and help them to engage even more in purposeful play, in order to make rapid progress
- use even more opportunities to help children to further develop their independence and gain an understanding of what contributes to a healthy lifestyle.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as learning profiles, the self-evaluation and evidence of the childminder's and her assistant's suitability to work with children.
- The inspector obtained written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder regularly reflects on her practice and makes changes to meet the needs of children who attend. For example, she attends a range of meetings with the local authority and other professionals to share good practice and refresh her skills to work with children. The childminder and her assistant have completed first-aid training. There are robust procedures in place to deal with emergency situations, including how to report concerns about children's welfare. Safeguarding is effective. The childminder and her assistant understand their role to protect children from harm and create an environment where children can feel safe. The childminder has a secure understanding of child development and the early years foundation stage. She monitors the progress children make and is able to identify any areas where they may need further support.

Quality of teaching, learning and assessment is good

The childminder recognises that the youngest children like to use resources in their own way and provides a range of equipment for them to build on their own ideas. For example, the childminder supported children as they experimented with the leaves and buckets, practising tipping and pouring rather than using them to create a collage. Children were engrossed in their exploration and further developed their understanding of full and empty. The childminder is skilled at extending and challenging older children's skills during planned activities. She asks questions, supporting them to think critically and offering an effective amount of praise to encourage them to keep trying. This has a positive impact on their progress and attitude to learning. The childminder collects information about what children already know upon entry and completes detailed observations of their activities. She uses this information effectively to contribute to their starting point assessments and plans for their next steps in learning.

Personal development, behaviour and welfare are good

The childminder helps children to develop high levels of self-esteem and builds on their resilience. She is sensitive towards them and offers further support when they are struggling emotionally. Children are willing to keep trying to develop new skills. The childminder regularly praises children for their efforts, which has a positive impact on their emotional well-being. The indoor environment is bright, stimulating and interesting. Children can see pictures and word labels on resources and these are all fully accessible to them. This helps them to be independent and make choices about their learning. The childminder provides children with healthy snacks and lunches. Children have access to their drinking water at all times. This is just one of the ways the childminder promotes children's good health.

Outcomes for children are good

Children make good progress across all areas of learning. They are working above the stages typically expected for their age. Children develop confidence in different social situations, are keen to learn and show an interest in all activities. This helps to prepare them for the next stage in their learning.

Setting details

Unique reference number	EY373877
Local authority	Stockton on Tees
Inspection number	1065177
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	17 December 2013
Telephone number	

The childminder was registered in 2008 and lives in Stockton-on-Tees. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder occasionally works with an assistant to support her with domestic and paperwork tasks. The childminder provides funded early education for two-, three- and four-year-old children.

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