

Childminder Report

Inspection date

6 January 2017

Previous inspection date

12 April 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 has a good understanding of the seven areas of learning and the requirements of the early years foundation stage. She provides a range of exciting activities which helps all children to make good progress.
- Older children thoroughly enjoy participating in a range of activities which helps them to develop the skills they need in preparation for school. The childminder is skilled at enhancing their play and uses fun, interesting ways to develop their writing and number recognition.
- The childminder provides a caring, stimulating and welcoming environment where children grow and develop well. Children have developed good relationships and secure bonds. They are very happy in her care and demonstrate they feel safe.
- The childminder manages children's behaviour in a positive way and regularly praises them for their efforts and actions. Children are extremely kind, helpful and polite toward each other and can manage taking turns without support.
- The childminder continually refreshes her skills and knowledge through regular training and courses. This helps her to maintain good quality teaching and stay up to date with new policies and procedures.
- The childminder has established and maintained effective relationships with parents and other settings children attend, including schools. This enables her to share relevant information about children's learning and development in order to promote continuity.

It is not yet outstanding because:

- There are times when the childminder misses opportunities to encourage the youngest children to make active contributions to their learning. This does not fully promote their independence.

What the setting needs to do to improve further

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

- provide even more opportunities to help the youngest children to become independent, active learners in order for them to make the best possible progress.

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 evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning and also the childminder's self-evaluation.
- The inspector obtained verbal and 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 is committed to providing high standards of care and learning for children. She regularly gathers feedback from families and other professionals to help make changes to her setting which have a positive impact for children. For example, the childminder has recently developed ways to share more information about children's learning with parents. This helps them to feel more involved and supported to continue activities at home. The childminder supports her assistant well and ensures she remains familiar with the emergency procedures and has maintained her first-aid training. Safeguarding is effective. The childminder has robust risk assessments in place to help keep areas safe for children. She is confident to record and report concerns about children's welfare. The childminder monitors the progress children make across all areas of learning and has partnerships in place to access further help if appropriate.

Quality of teaching, learning and assessment is good

The childminder plans an appropriate balance of adult-led and child-initiated experiences. Overall, she is skilled at enhancing children's self-chosen activities to work towards their individual goals. For example, she follows children's lead as they explore glue, glitter and creative resources. Young children are fixated on exploring the sensory aspect of mixing and stirring the glue. However, the childminder does not fully promote their interaction or ask them about their ideas. Older children thoroughly enjoy making their snowmen and link this to other learning experiences. The childminder offers effective challenges to encourage them to think critically and begin to spell out short words. The childminder uses observations to inform assessments, including the progress check when children are aged between two and three years. She shares this information with parents and they regularly make contributions to children's learning.

Personal development, behaviour and welfare are good

The childminder promotes children's overall good health and well-being. She has high standards of cleanliness and children understand the importance of good hygiene. For example, children sing a wash your hands song about germs and talk about the healthy foods in their packed lunches. The childminder is an excellent role model for children. They begin to develop good personal and social skills, which has positive impact on their emotional well-being. The childminder helps children to build an awareness of other people and communities beyond their own. For example, they enjoy taking part in a range of creative activities for different festivals. Older children take an active part in their own self-care and develop good levels of independence. This helps them to build confidence and they are proud of their achievements.

Outcomes for children are good

Children make good progress across the seven areas of learning and in relation to their starting points. They are working within the stages typically expected for their ages. Older children develop confidence in their own ability and demonstrate competency in a range of literacy and numeracy concepts. Children are happy to join in with activities and persevere for extended lengths of time. They are well prepared for future learning, including school.

Setting details

Unique reference number	EY246806
Local authority	Stockton on Tees
Inspection number	1064383
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 9
Total number of places	12
Number of children on roll	7
Name of registered person	
Date of previous inspection	12 April 2013
Telephone number	

The childminder was registered in 2003 and lives in Stockton-on-Tees. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder has an honours degree in early years. The childminder occasionally uses an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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