

Childminder Report

Inspection date

19 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provides exciting and interesting activities for children to explore. She observes children as they play and completes accurate assessments of their learning. This helps her to identify what children need to learn next.
- Overall, the childminder demonstrates a good commitment to continuing with her professional development. For example, she attends training courses and shares ideas with other professionals. She uses her new knowledge to enhance learning experiences for children.
- Children behave well. The childminder and her assistants are effective role models who encourage the use of good manners and sharing. They speak to children in a calm and respectful way.
- The childminder gives high priority to supporting children's speech and language development. She engages children, skilfully modelling conversation. She responds positively to children and repeats words back, so that they hear the correct pronunciation.
- The childminder regularly takes children to group activities within the local area. This helps to build their social skills and confidence in different settings, in preparation for their eventual move on to nursery and school.

It is not yet outstanding because:

- The childminder has not fully developed the self-evaluation of her practice to include the views of all parents and her assistants.
- The childminder does not always make the most of her good partnerships with parents to gain information about children's learning at home, in order to inform her own planning.

What the setting needs to do to improve further

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

- develop the self-evaluation process further and include the views of the all parents and assistants when identifying ways of continually improving the quality of the provision
- strengthen the level of information gathered from parents about children's learning at home to help with future planning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector reviewed relevant documentation, including children's learning journals and a sample of policies and procedures.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adults working and living in the household.
- The inspector took account of the written views of parents.

Inspector
Karen Tervit

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows what to do if she has a concern about the welfare of a child. She also demonstrates a good awareness of how to prevent children from being drawn into situations that put them at risk of significant harm. The premises are safe, secure and clean, which helps to protect children's welfare. The childminder monitors the work of her assistants. She encourages and supports them to widen and develop their safeguarding and childcare knowledge. The childminder monitors children's development effectively. She maintains a good overview of their progress. This helps her to ensure any gaps in children's learning are quickly identified so she can provide any additional support needed.

Quality of teaching, learning and assessment is good

Children benefit from a wide range of play experiences to support their learning and development. The childminder carefully follows children's lead and skilfully supports their interests. Children respond enthusiastically and show a willingness to try things for themselves. For example, children show good determination and persistence as they stir flour to make dough, before carefully adding in herbs. The childminder plays alongside children and uses appropriate questions and explanations to help their understanding. Children are encouraged to name colours and count the number of vehicles they have. Children's literacy skills are promoted well. For example, young children enjoy listening to stories. They eagerly collect related animals, naming them and telling the childminder what noises they make.

Personal development, behaviour and welfare are good

Children are happy and flourish in the nurturing environment created by the childminder. They receive lots of praise and encouragement from the childminder and her assistant for their achievements. This helps to promote their positive self-esteem and emotional well-being. Simple rules help children to understand right and wrong and they learn to manage their own behaviour. Children have many opportunities to get fresh air, be active and engage in physical play. The childminder offers gentle reminders about the importance of sitting properly on chairs and negotiating the stairs correctly. This helps children learn how to keep themselves safe.

Outcomes for children are good

All children make good progress from their starting points. They are well prepared for the next stage of learning, including starting nursery and school. Children are motivated, eager learners who enjoy spending time with the childminder. They are gaining confidence as they explore and investigate in the stimulating environment. Children show high levels of fascination when they explore different textures, such as dough and cereal. They are beginning to cooperate with others and take turns with equipment. Children listen and respond well to the childminder's instructions, carrying out independent tasks, such as collecting their own shoes and bag.

Setting details

Unique reference number	EY485977
Local authority	Stockton on Tees
Inspection number	1007216
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 10
Total number of places	12
Number of children on roll	11
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2015 and lives in Stockton-on-Tees. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants.

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