

# Childminder Report

**Inspection date**

26 January 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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**

- Teaching is good. The childminder skilfully uses her knowledge of child development to plan interesting and challenging activities for children. This helps them to make good progress.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She has assessed the risks to the premises and has minimised these so that children can use all areas safely.
- Children's behaviour is good. The childminder teaches children to share and take turns. She praises children frequently so that they gain confidence and develop high levels of self-esteem.
- Children participate in a variety of activities within the setting. They eagerly join in with activities and remain engrossed and motivated. This demonstrates a positive attitude that helps to prepare them for when they move on to school.
- Children are very happy, confident and settled. Their individual needs are well met by a competent and caring childminder. This means that children's personal, social and emotional well-being are successfully promoted.
- The childminder provides children with nutritious meals, snacks and drinks and makes full use of opportunities to develop children's understanding of healthy lifestyles.

**It is not yet outstanding because:**

- Although the childminder works well with parents, she does not always gather detailed information about children's prior learning when they first start at the setting.
- The childminder does not always share precise information about children's level of development with other settings that children attend.

## What the setting needs to do to improve further

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

- strengthen the information gathered from parents about children's prior learning and attainment when they start at the setting, as part of the drive to help children to make the best possible progress
- enhance partnerships with other settings that children attend, so that more precise information is shared about children's level of development in learning.

### 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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through the written feedback provided.

### Inspector

Julie Campbell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a clear safeguarding policy which is shared with parents during their settling-in period. She has attended safeguarding training and has a secure knowledge of what to do and who to contact if she has any concerns about a child's care or welfare. Self-evaluation is used well to identify and address any weaknesses in her provision. The childminder observes and assesses children to ensure she monitors their ongoing progress and understands how to identify any gaps in children's learning. She knows how to access support for children who might not be making expected progress. Overall, partnerships with parents are good. The childminder keeps them regularly updated with the activities their children engage in. The childminder attends mandatory training, such as first aid.

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

The childminder has a good understanding of how children learn and develop. She uses observations and assessments effectively to plan suitable activities for each child. Children's early language skills are well promoted. Young children listen when the childminder models new words for them. They successfully repeat the words they hear and begin to build up their own vocabulary. Children enjoy building with a range of construction resources. The childminder introduces number, colour and shape as children build, helping to develop their mathematical understanding. A variety of toys can be easily accessed by children. Children take part in a range of activities to support their physical development. For example, they enjoy completing large floor puzzles. In addition, children benefit from regular opportunities to go on outings and to play in the garden.

### Personal development, behaviour and welfare are good

The caring childminder is highly attentive to children's individual needs. She pays careful attention to helping children settle. Children's behaviour is very good and is managed effectively by the childminder as she responds appropriately to the age of children. Good behaviour is valued and encouraged by the childminder. She has clear boundaries and gives children lots of praise and encouragement. Children learn about good hygiene routines and are encouraged to wash their hands. The childminder encourages and supports children to do things for themselves. For example, children show great delight as they stir their cake mixture and independently fill their cake cases. Parents are happy with care they receive from the childminder. They make comments, such as, 'I'm happy with the activities' and, 'I'm kept fully up to date about my child'.

### Outcomes for children are good

Children achieve levels of development that are typical for their age range. They enjoy a wide range of activities and experiences. Children learn to cooperate well. Young children mix well with older children and they learn the importance of helping each other and playing together well. Children have regular opportunities to attend local groups. They are confident and are developing good social skills. Children have plenty of opportunities to develop key skills in early literacy. For example, they practise making marks and learn about letter sounds as they listen to the childminder read.

## Setting details

<b>Unique reference number</b>	EY489145
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1013020
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in Billingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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