

Childminder Report

Inspection date

13 February 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 quality of teaching is good. The childminder understands the different ways in which children learn. She adapts her teaching to meet their individual learning needs and to ensure activities are appropriately challenging.
- Children become engaged in activities that appeal to their interests, demonstrating a positive attitude to learning and contributing to the good progress they make.
- The childminder reviews her practice and identifies ways to build on the quality of the care and education that she provides.
- Children's emotional well-being is promoted effectively. They develop strong bonds with the childminder, often referring to her as, 'My Suzie'. They demonstrate that they feel safe and secure in her care. Children benefit from plenty of praise and encouragement.
- Parents are very pleased with the care the childminder provides and they commend her for her commitment and professionalism.

It is not yet outstanding because:

- The childminder does not always encourage children to persevere or support them to find their own solutions when they encounter difficulties during activities.
- Sometimes, the childminder does not share enough information with parents about their children's learning to support their continued progress most effectively, both in the setting and at home.
- At times, the childminder does not fully support children to count and compare quantities when they show an interest in numbers during play.

What the setting needs to do to improve further

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

- support children more consistently to persevere at tasks and develop their problem-solving skills to the highest possible level
- extend the two-way flow of information with parents and support children's learning even more consistently and effectively
- teach children about numbers and counting more consistently and support their mathematical development even more effectively.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching 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 checks carried out on persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is qualified, contributing to her good knowledge of the areas of learning. This helps her to provide a wide and varied range of activities that supports children's all-round development. She continues to develop her skills through, for example, attending training courses and sharing knowledge and ideas with other childminders. The arrangements for safeguarding are effective. The childminder knows what to do if she has a concern about a child's welfare. The childminder has effective links with other settings and schools that children attend. They share information about children's care, learning and development, helping to promote their ongoing progress.

Quality of teaching, learning and assessment is good

The childminder observes children regularly as they play. She checks the progress they make and assesses their achievements against typical levels of development for their age range, helping her to identify what they need to learn next. She plans activities to help them to build on their current skills and knowledge. The childminder makes learning fun and children respond well. For example, they eagerly search for cards around her home and identify the shapes and colours they find. Children enjoy a range of activities that promotes their creativity and imaginations particularly well. For example, they take part in sensory activities and role play games. The childminder teaches children about the world around them and people in their community. For example, they discuss the jobs of road maintenance workers as they dig up the road outside the window.

Personal development, behaviour and welfare are good

The childminder has clear and consistent expectations of children. They respond positively and behave well. Younger children learn about positive behaviours from older children who model the use of good manners, respect and consideration. They gently remind younger children to follow the house rules and to be kind and helpful. Children benefit from a range of healthy snacks and plenty of fresh air and exercise, helping to promote their health and physical well-being. Children's independence is promoted very well. For example, they enjoy helping to prepare meals and snacks and tidy up after activities. The childminder takes children to activities in the community, helping them to gain experience of being part of a larger group in preparation for when they start school.

Outcomes for children are good

Children pay attention to the childminder and follow instructions. They begin to develop friendships and cooperate with others, demonstrating a positive attitude to learning. All children make good progress and achieve well. Most are developing within the expected range for their age and those who need extra support to develop key skills catch up quickly. Children benefit from regular visits to the library, helping them to develop their listening and attention skills during group activities. These also promote their early literacy development. They recall stories from the sessions they attend and take part in creative activities that reinforce and extend their knowledge of the structure of stories. Furthermore, they begin to recognise their names on display in the childminder's home. These key skills help to prepare them for later, more-formal learning in school.

Setting details

Unique reference number	EY488750
Local authority	Hartlepool
Inspection number	1015882
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2015 and lives in Seaton Carew, Hartlepool. She operates all year round from 6.45am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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