

# Childminder Report

**Inspection date**

22 February 2017

Previous inspection date

12 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 plans a wide range of fun activities to help children to make good progress in their learning. Activities and the environment are regularly adapted by the childminder to support learning well. This contributes towards children being motivated, independent and engaged.
- The childminder supports children's emotional development very effectively. She is highly sensitive to their needs and very calm. Children are happy, confident and demonstrate a strong sense of belonging within the warm and welcoming provision.
- The childminder's range of good teaching methods helps to promote children's communication and language development well. She provides a commentary to their play and introduces new words to help to extend their understanding and speaking skills.
- All children behave very well. They interact well together and have quickly formed close relationships with each other and the childminder.
- Partnerships with parents are strong overall. The regular exchange of information helps to ensure that parents are kept updated about their children's unique needs. They are also supported to extend their children's learning at home.

### It is not yet outstanding because:

- The childminder does not yet identify a programme of specifically targeted professional development to improve the overall quality of practice to the highest standards.
- The childminder does not consistently use detailed information from parents regarding children's abilities and their stage of development for planning when they first start at the setting.

## What the setting needs to do to improve further

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

- strengthen the programme of targeted professional development to help build on existing skills and improve the overall quality of practice even further
- enhance the use of precise information from parents regarding children's abilities and stages of development to inform planning swiftly when they start at the setting.

### 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 written feedback provided.

### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of abuse. She knows the procedures to follow should she have any child protection concerns. A wide range of policies and procedures is implemented well to help minimise risks to children in the home and in the community. The childminder meets regularly with other childminders to share ideas and good practice. She collects feedback from parents and children to inform reflections on her practice overall. Parents are very positive about their children's experiences at the childminder's home and the care that children receive. The childminder understands the need to communicate effectively with other early years providers to support the continuity of children's learning.

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

The childminder provides a thoughtful balance of planned activities and play led by children. She uses her teaching skills to extend their learning during activities. One example of this is her skilful use of questioning, appropriate to children's ages, with plenty of time given for them to respond. Children develop good independent learning skills as they choose from a selection of high-quality resources and organise their own play. Young children show persistence in their play. They listen carefully when the childminder speaks to them and concentrate for significant periods of time. For example, while playing with bowls of water, they follow the childminder's demonstrations of how to use a spoon to scoop up the model fish floating amongst the bubbles. They explore and investigate materials using all of their senses. Children employ their imaginations when they play with a range of toy kitchen equipment and delight in pretending to offer adults cups of tea and meals.

### Personal development, behaviour and welfare are good

The childminder provides children with plenty of praise and encouragement, which nurtures their confidence and self-esteem. She is a very positive role model and promotes the use of good manners. The childminder supports children to learn to share and be kind to each other. Children are happy and have plenty of fun in the childminder's care. Their good health is promoted effectively with a wealth of opportunities to enjoy fresh air. On a daily basis, they benefit from many outings and visits to parks to enjoy outdoor play and develop their physical skills. Children enjoy trips to local libraries and playgroups, where they have opportunities to socialise with other children and adults. They learn about similarities and differences between themselves and others in the wider community.

### Outcomes for children are good

Children are well prepared for future learning and the eventual move to nursery and school. They are developing good early literacy skills. Young children enjoy listening to their favourite stories and joining in with familiar songs and rhymes. They are learning how to manage their own personal needs, such as washing their hands before snacks and meals and feeding themselves using a spoon. Children cooperate well together in their play and are beginning to form firm friendships.

## Setting details

<b>Unique reference number</b>	EY265924
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1064457
<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>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	12 July 2013
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in Stockton-on-Tees. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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