

Childminder Report

Inspection date

7 March 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

- Children benefit from the strong relationships that exist between their parents and the childminder. Parents are extremely positive about the level of care the childminder provides. They value the good advice, feedback and support they receive.
- The childminder and her assistants plan an interesting range of activities for all children. They obtain resources specific to each child's interests and use them to build on their individual learning. The childminder uses information gathered from observations to measure children's progress. She plans effective next steps in learning as a result and children make good progress.
- The childminder and her assistants take time to get to know children so they feel safe and emotionally secure in a welcoming environment. Children form close attachments with the caring them and build strong friendships with other children.
- The childminder and her assistants are positive role models. Young children are effectively supported to play cooperatively and express how they are feeling. They benefit from praise and encouragement. This helps them to develop positive self-esteem.

It is not yet outstanding because:

- The childminder does not give children enough time to think about how to respond to questions.
- The childminder does not fully promote younger children's exploration and investigative skills to the highest level during some planned activities.
- Other than attending mandatory training, such as first aid and safeguarding, the childminder has not used a targeted programme of professional development to further enhance the quality of teaching and learning.

What the setting needs to do to improve further

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

- enhance teaching skills that help children to think through ideas and to have more time to respond to questions
- improve organisation and teaching for younger children and provide them with even more opportunities to explore and investigate as they play
- extend the programme of professional development and raise standards in teaching and learning even higher.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and outdoors 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 and her assistants. 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 spoke to parents and took account of the views of their comments.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a very clear understanding of her role and responsibility to safeguard children. Policies and procedures are implemented effectively. This underpins the childminder's practice and helps to ensure children's well-being, safety and welfare. She regularly seeks the views of parents and responds positively to any suggestions they make. The childminder monitors the educational programmes and progress of children effectively. The relationship between the childminder and her assistants is professional and supportive. Overall, effective supervision and coaching are provided to continually develop the assistants' knowledge and skills.

Quality of teaching, learning and assessment is good

The childminder accurately assesses children's skills and checks their progress against the typical levels of development expected for their age. Parents are well informed about events during the day and how they can build on their learning at home. The childminder and her assistants naturally get involved with children's play. They use plenty of praise and encouragement. This helps children to join in and enjoy their play. They encourage children's enjoyment of books. They regularly read to them and encourage children to join in with familiar parts of the story. Babies' early attempts to communicate are acknowledged by the childminder, who immediately responds to their babbles and gestures. For example, when children point to animals in books the childminder names the animals and makes the appropriate noise. This helps children to make associations. She uses plenty of eye contact, verbal and facial expression and provides good commentary as she interacts in their play. The childminder supports children to develop early mathematical skills. For example, as children play with blocks they skilfully integrate counting. Older children are starting to use simple addition.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help new children settle in. She gets to know children in her care well and is highly responsive to their individual needs. This has a positive effect on children's emotional well-being. The childminder takes children to a range of toddler groups. This provides children with the opportunity to build friendships with other children and helps to develop their confidence. Children have regular access to the outdoors. The childminder provides healthy food that meets children's individual needs. Meals are served to children in a social setting. The childminder uses this time to develop children understanding of healthy lifestyles.

Outcomes for children are good

Children make good progress in all areas of learning and gain the key skills they need for moving on to nursery and school. They display positive attitudes towards learning and are happy, safe and secure. Babies pull themselves up to stand as they build their strength to walk. Older children are caring and supportive of younger children as they learn to share, take turns and play well with others.

Setting details

Unique reference number	EY484606
Local authority	Stockton on Tees
Inspection number	1003071
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	7
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2015 and lives in Eaglescliffe. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two assistants.

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