

Childminder Report

Inspection date

9 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

- The childminder has a very good knowledge of the areas of learning and the early years foundation stage. She uses this effectively to complete highly detailed observations of children's learning which contribute to their progress assessments.
- The childminder helps children to develop the skills they need in preparation for starting school. She uses opportunities to develop their early writing skills and an understanding of mathematical concepts, such as big and small.
- Children's well-being is paramount to the childminder. She shows genuine care for them and helps them to feel valued. Children grow in confidence and have good levels of self-esteem.
- The childminder has established excellent partnerships with parents. She shares detailed information about children's care and learning with them through high-quality journals and diaries. Parents are very grateful for the communications and feel included in children's activities.

It is not yet outstanding because:

- There are times when the childminder does not fully challenge and extend children's learning during their activities. This does not help them to make the best possible progress.
- The childminder does not always encourage children to be as independent as possible and take a fully active role in their own self-care.

What the setting needs to do to improve further

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

- provide further challenge for children during their play and activities to help them reach their potential and maximise their learning
- provide children with even more opportunities to take a more active part in managing their own personal needs and self-care, in order to fully promote their growing independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning, and the childminder's self-evaluation.
- The inspector obtained written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is good

The childminder has very high expectations of her practice and aims to provide the highest standards of care and learning for children. She works very closely with the local authority to evaluate her setting and drive improvements forward. For example, the childminder accessed training to help develop her observation skills. This has enabled her to monitor children's progress across all areas of learning in a precise and regular way. The childminder is confident to identify areas where children may need further support and access interventions if needed. Safeguarding is effective. The childminder has robust procedures in place to deal with emergency situations and continuously assesses areas to monitor risks. She is confident to report concerns about children's welfare. This helps to keep them safe.

Quality of teaching, learning and assessment is good

The childminder knows children's learning preferences exceptionally well and prepares the environment to capture their interests. For example, children thoroughly enjoy going into the story den to read their favourite books. They handle the pages carefully and develop their language skills as they describe the pictures to the childminder. The childminder follows their lead as they move to the chalking area. They show increasing control over the marks they make and the childminder praises them regularly for their achievements. This helps children to keep trying and they develop new skills in all areas of learning. The childminder understands the importance of sharing information about children's learning with other professionals, such as teachers and speech and language specialists. This helps to promote continuity of learning and actively involves all those working with children.

Personal development, behaviour and welfare are good

The childminder is an excellent role model for children. She encourages them to manage conflicts for themselves and develop respect for each other. Children's behaviour is good and they are very well mannered. Children begin to develop an understanding of how to be healthy. The childminder provides opportunities for physical exercise and encourages parents to provide healthy lunches. Children develop good physical skills as they run around the garden and join in the treasure hunt for the shapes. The childminder has effective procedures in place to help children settle in. She gathers information from parents to help her get to know children before they start. Children are very happy here and demonstrate they feel safe with the childminder. The childminder provides children with a stimulating, friendly and safe environment. Parents are very positive about the childminder and are happy with how well their children have settled.

Outcomes for children are good

Children make good progress in their learning and development. They are keen, enthusiastic learners. Children show high levels of confidence in selecting resources and engage in activities for extended lengths of time. The childminder supports them in areas of difficulty. This helps to close gaps in learning. Children develop key skills that prepare them well for the next stages in learning and for school, when the time comes.

Setting details

Unique reference number	EY492881
Local authority	Stockton on Tees
Inspection number	1023293
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2015 and lives in Norton, Stockton on Tees. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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