

Childminder Report

Inspection date

9 March 2017

Previous inspection date

14 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 is well qualified and knows children extremely well. She encourages them to make independent choices about their play and enables them to follow their interests. This helps to motivate and engage children so that they learn through their play and make good progress.
- The learning environment, particularly indoors, is organised and resourced with high-quality toys and equipment, including natural materials. Children thrive in this stimulating learning environment.
- Children learn to respect and celebrate each other's differences. The childminder provides resources and activities that help teach children about other people and the wider world.
- Children behave well. They learn what is expected of them and follow the good manners shown by the childminder, saying please and thank you appropriately.
- The childminder demonstrates a good commitment to continuing with her professional development. For example, she attends training courses and shares ideas with other professionals. She uses these opportunities well to help keep her knowledge and skills up to date, enhancing the learning experiences for children.

It is not yet outstanding because:

- The childminder does not always share precise information about children's level of development with other settings that children attend.
- The childminder does not yet capture the views of children when identifying further priorities for improvement.

What the setting needs to do to improve further

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

- enhance partnerships with other settings that children attend, so that more precise information is shared about children's level of development in learning
- develop the self-evaluation process further and include the views of all children when identifying ways of continually improving the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector reviewed relevant documentation, including children's learning journals and a sample of policies and procedures. She also discussed the childminder's self-evaluation.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adults working and living in the household.
- The inspector took account of the written views of parents.

Inspector

Karen Tervit

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility to keep her safeguarding knowledge up to date. She knows how to recognise the possible signs and symptoms of abuse and who to report any concerns to. The environment is safe and secure and children are well supervised. Thorough risk assessments are completed and effective steps are taken to maintain children's safety at all times. The childminder closely monitors the progress children are making and is able to identify if any gaps appear in their learning, using this information to plan effectively to help them catch up. Parents are complimentary about the childminder and the care and learning that she provides.

Quality of teaching, learning and assessment is good

Children benefit from a wide range of play experiences to support their learning and development. The childminder carefully follows children's lead and skilfully supports their interests. Children respond enthusiastically and show a willingness to try things for themselves. For example, children show good determination and persistence as they decorate their plant pots using paint and their fingers. The childminder sits alongside children and uses appropriate questions and explanations to help their understanding. Children are encouraged to name the new colours they make as they mix the different coloured paints together. Partnerships with parents are good. The childminder keeps them well informed of the progress their children are making. She shares ideas of favourite activities so parents can try these at home. For example, she sends books home that children have chosen on library visits and shares recipes for pancakes they have made.

Personal development, behaviour and welfare are good

Children are happy and thrive in the nurturing environment created by the childminder. They receive lots of praise and encouragement from the childminder for their achievements. This helps to promote their positive self-esteem and emotional well-being. Simple rules help them to understand right and wrong and they learn to manage their own behaviour. Children have many opportunities to get fresh air, be active and engage in physical play. The childminder talks to them about the benefits of the good foods they are eating and the importance of washing their hands thoroughly to remove germs after using the toilet. She offers gentle reminders about the importance of not running indoors. This helps children learn how to keep themselves safe.

Outcomes for children are good

Children make good progress. They become confident communicators who are able to ask for help when they need it. They talk about what they are doing and can explain their thinking when asked. Children use mathematical language well. They competently count different coloured bricks. They compare their sizes and shapes as they carefully place them in the same coloured containers. Children are becoming increasingly independent in self-care skills, such as putting on their own shoes and coats. They are well supported in developing the skills they need for their future learning and in preparation for the move to school.

Setting details

Unique reference number	EY446533
Local authority	Stockton on Tees
Inspection number	1060203
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 7
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	14 November 2012
Telephone number	

The childminder was registered in 2012 and lives in Ingleby Barwick. She operates all year round from 8am to 6pm, Monday to Friday except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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