

Childminder Report

Inspection date

14 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 make good progress in their learning and development. The childminder completes regular observations and accurate assessments that are used to inform careful planning in order to meet children's needs and interests effectively.
- The childminder provides a welcoming, comfortable and stimulating environment, both indoors and outside. Children have fun as they independently access a wide range of high-quality toys and resources which challenges and motivates them to learn.
- The childminder has generally built very positive partnerships with parents. High-quality information is gathered before a child attends the setting. This enables the childminder to plan experiences that help children to settle quickly and learn well from the start.
- The childminder is a thoughtful and reflective practitioner. She constantly evaluates activities and experiences provided for children and takes action to make improvements overall.
- Children's behaviour is good. The friendly and caring childminder provides a positive role model. She offers regular praise and encouragement, which helps to support the positive development of children's confidence and independence.

It is not yet outstanding because:

- The childminder does not yet make the most of opportunities to undertake targeted professional development in order to improve further the overall quality of practice.
- The ongoing two-way exchange of information with all parents and other settings, in order to support continuity of learning for children, is not always consistently strong.

What the setting needs to do to improve further

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

- enhance the programme of targeted professional development to build on existing skills and continuously improve the quality of practice
- strengthen the existing effective partnerships with parents, and other settings children attend, to help consistently support the continuity of learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, 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

The arrangements for safeguarding are effective. The childminder has a robust understanding of child protection issues. She understands how to refer any concerns about children's welfare to appropriate contacts. The childminder has developed detailed policies, procedures and risk assessments that are implemented well to help secure children's safety. Policies and procedures are reviewed annually and shared with parents. Feedback from parents is complimentary. The childminder takes into account the views of parents and children when reflecting on possible changes to her provision. She meets regularly with other childminders to exchange ideas and share good practice.

Quality of teaching, learning and assessment is good

Teaching is good and sometimes outstanding. The childminder knows children's needs and interests very well. She provides exciting activities and experiences that help to motivate children to learn. For example, young children investigate and explore a range of resources, including water, soil and plants, using all of their senses. They prepare to plant sunflower seeds in pots to eventually take home to nurture. This helps them to learn about the wider world. The childminder sensitively extends children's learning. She encourages young children to count the steps as they climb the slide in the garden. Young children enjoy listening to familiar songs and handling their favourite books. This promotes their early literacy skills well. Young children are encouraged to follow their own individual interests. The childminder interacts well with children and maximises opportunities to introduce new words into their conversations. This helps to support the good development of children's communication and language skills.

Personal development, behaviour and welfare are good

Children show a strong sense of belonging in the childminder's home. The childminder individualises settling-in periods to support each child. She provides daily opportunities for children to enjoy fresh air and exercise outdoors. For example, children play in the attractively presented garden and visit the local park, woodland and playgroups. This also helps to promote their physical and social skills. The childminder provides nutritious snacks and drinks. She follows good hygiene practices which have a positive influence on children's understanding of how to keep themselves healthy. For instance, children help to clean their own hands and faces after playing outdoors. This helps to support the development of children's effective self-care skills. Children are encouraged to become independent from a very early age. For example, the childminder teaches them how to put on their shoes by themselves.

Outcomes for children are good

Children are happy, curious and eager to learn. They show that they feel very safe in the childminder's care and have strong self-esteem. Children are becoming confident learners who sometimes make more than the expected progress for their age. Young children are becoming good communicators. They listen carefully, delightedly repeat phrases and practise new vocabulary. All children are very well prepared for future learning and their eventual move to nursery and school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY489658 |
| Local authority | Stockton on Tees |
| Inspection number | 1022647 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 3 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder was registered in 2015 and lives in Stockton-on-Tees. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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