

# Childminder Report

**Inspection date**

17 March 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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**

- Strong partnerships with parents have a positive impact on children's learning. The childminder keeps them well informed about their children's achievements and how they are progressing in their learning and development. Parents are extremely complimentary about the care and support they receive from the childminder.
- The childminder provides children with a wide range of experiences across all areas of learning. The quality of her teaching is consistently good and, occasionally, excellent. Her strong interactions keep children engaged and very eager to learn.
- The childminder observes children as they play and assesses their ongoing progress. Overall, information gained from the observations is used well to plan for their individual learning needs.
- Children are very happy, content and demonstrate a strong sense of belonging within the warm and caring environment. They are treated with kindness and respect and form strong attachments with the childminder and her assistant, who are attentive to their individual needs.
- The childminder supports children to learn about risks to their safety, such as understanding the need to follow road safety rules.

**It is not yet outstanding because:**

- Very occasionally, mathematical activities are too challenging and exceed older children's level of understanding.
- The childminder does not use the system for monitoring her assistant's practice to sharply focus on raising the quality of his skills.

## What the setting needs to do to improve further

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

- make sure that activities are pitched at the right level to effectively develop older children's mathematical skills
- strengthen the process for monitoring the assistant's practice and focus more precisely on his training and continuous professional development needs.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 the assistant. She looked at relevant documentation and evidence of the suitability of persons living and working 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

Janet Fairhurst

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder attends child protection training and is aware of potential signs and symptoms of abuse. She understands her responsibility and knows what action she must take should she have concerns about a child in her care. The childminder is enthusiastic and passionate about her role. She is committed to providing good quality care and has attended training courses that have helped to improve the quality of her teaching practice. The childminder and the assistant evaluate the provision precisely. She gives parents opportunities to express their views and is sensitive to children's responses to what she offers. She identifies aspects of her provision to develop further. For example, she tries different ways to continue improving and enhancing how she shares information with parents.

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

The childminder and the assistant involve themselves purposefully in children's play. Children clearly enjoy their attention and are thriving as a result. The childminder sensitively poses questions to make children think and extends their vocabulary by adding new words as they play. As a result, younger children begin to repeat and put together words while playing and are confident to express their own thoughts and feelings. The childminder effectively promotes young children's literacy skills. They make marks and enjoy books. They relish the individual attention received as they scramble into the tent to listen to favourite stories. The childminder extends children's learning as they play. For example, they learn to count and recognise shape and colour during construction play. The childminder encourages children to be creative. They have great fun painting their hands and experimenting with different resources to make patterns.

### Personal development, behaviour and welfare are good

The childminder provides a warm, caring and nurturing environment for children. She works closely with her assistant and parents to help to meet children's individual needs. Babies settle in quickly and develop a strong sense of belonging. The childminder is a good role model. She reinforces children's positive behaviour with praise and encouragement, promoting their self-esteem. Children learn to share, use good manners and happily help to tidy up. The childminder promotes children's self-assurance and confidence exceptionally well. They consistently communicate their wishes with gestures and select resources for their own play. Children follow good hygiene practices and learn about healthy lifestyles. They enjoy healthy snacks and have plenty of opportunities for outdoor play. These help to promote their good health and physical skills.

### Outcomes for children are good

Children are enthusiastic learners, who are keen to engage in a range of suitably challenging activities. Young children practise their good speaking and language skills and are developing into very confident communicators. Children enthusiastically express their creativity. For example, they sing, dance and move to music. Children are well prepared for the next stage in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY495488
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1031568
<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>	0 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2015 and lives in Ingleby Barwick, Stockton On Tees. She works with an assistant. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a childcare qualification at level 4.

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