

Childminder Report

Inspection date

27 June 2017

Previous inspection date

9 June 2015

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

- Teaching is consistently good. At times, the childminder's interactions with children are outstanding. She joins in their play and extends activities to provide fun-filled experiences that are highly challenging. Children become absorbed in their learning.
- The childminder is a skilful communicator. She uses a range of effective questions as she plays with children that encourages them to think deeply and express their thoughts and ideas. This contributes to children's good language and communication skills.
- Children learn to consider the feelings of others and they are kind and polite to adults and each other. The childminder has high expectations of children and clear boundaries to promote their good behaviour. Children respond positively and they behave well.
- The childminder forms effective partnerships with parents, who contribute to assessments of children's learning. Parents share information about children's achievements at home and welcome ideas to further extend children's learning.
- Children have a positive attitude to learning. They are confident, curious and cooperate with their friends as they play. This helps to prepare them for school.

It is not yet outstanding because:

- The childminder does not explore further ways to enable parents and children to share their opinions to help review her practice and identify priorities for improvement.
- The childminder does not always offer children a wider range of experiences to extend their understanding of diversity.

What the setting needs to do to improve further

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

- explore further ways to enable parents and children to share their opinions of the provision to help improve practice further
- offer children more opportunities to explore different cultures, beliefs and traditions.

Inspection activities

- The inspector had a tour of the premises.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector sampled documentation, such as required policies, attendance records and evidence of suitability checks carried out on persons living and working at the address.
- The inspector spoke to one parent and took account of the views of others through written feedback.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility to protect children and is aware of the signs that a child may be at risk of harm. The childminder is qualified and committed to building on her knowledge and skills. For example, she shares information and ideas with other childminders. This helps to continuously build on the quality of teaching. The childminder works closely with a co-childminder and together they provide a stimulating learning environment. Together, they monitor children's achievements and tailor activities and experiences to help children to make progress in their learning. The childminder forms effective relationships with other settings that children attend. This helps to provide a consistent approach to children's care, learning and development and to support them emotionally at times of change.

Quality of teaching, learning and assessment is good

The childminder checks children's achievements against the typical range of development for their age. This helps her to target activities to children's individual needs and support them to build on what they already know and can do. Children benefit from a wide range of well-planned activities as well as opportunities to lead their own play. The childminder understands the different ways that children learn. For example, she provides opportunities for younger children to repeat new skills, such as rolling and throwing a ball. Older children use their imaginations as they make 'fairy soup' in the garden, and they learn about the natural world. For example, they investigate different smells of herbs and compare the shapes of the leaves. The childminder uses language of size and volume, such as when children play with sand. This helps to teach them some early mathematical skills.

Personal development, behaviour and welfare are good

The childminder knows children well. This helps her to tailor their care to meet their needs and preferences effectively. Children benefit from plenty of fresh air, exercise and healthy meals. This contributes to their physical health and well-being. The childminder helps to prepare children for starting school. She supports their growing independence well. For example, children are responsible for their own belongings and help clear away after activities. Children demonstrate that they feel secure and safe in the childminder's care. She has a warm approach that reassures children. She offers them plenty of attention and praise that helps to promote their confidence and self-esteem. Children are enthusiastic learners. They pay attention, follow instructions and concentrate during play.

Outcomes for children are good

All children achieve levels of development typical for their age range and they make good progress in their learning. They think carefully during activities and try different ways to solve problems they encounter as they play. For instance, they look for ways to change the colour of water as they play in the outdoor kitchen. Children develop skills in mathematics and literacy that prepare them well for later learning. For example, they learn to write words and numbers as they design a menu for a role-play café.

Setting details

Unique reference number	EY428148
Local authority	Stockton on Tees
Inspection number	1094859
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	9 June 2015
Telephone number	

The childminder registered in 2011. She works with another childminder in Stockton-On-Tees. The childminder holds an early years qualification at level 5. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

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