

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 strong, with some outstanding aspects. The childminder has a very secure understanding of how children learn. She uses her in-depth knowledge to plan effective educational programmes that support children's continued good progress.
- The childminder observes children at play to discover their current abilities and interests. She uses her findings to plan a wide range of activities that appeal to children and challenge them appropriately. This contributes to children's deep engagement in activities and the good progress they make in their learning.
- The childminder offers children plenty of praise and attention. Children demonstrate a sense of belonging and are happy and confident in her care. They form strong bonds with the childminder that help to support their emotional well-being.
- Children are motivated, enthusiastic learners. They readily take part and concentrate well during activities. This demonstrates a positive attitude that helps to prepare them well for future learning.
- Parents feel involved in their child's learning and are very happy with the care provided.

It is not yet outstanding because:

- The childminder does not regularly seek the views of parents and children to help review her practice and identify priorities for improvement and development.
- Sometimes, the childminder does not make the best use of opportunities to help children to gain an understanding of different cultures, beliefs and traditions in the community and the wider world.

What the setting needs to do to improve further

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

- increase opportunities for parents and children to contribute their views and suggestions to help improve practice
- provide more experiences for children to learn about different cultures, beliefs and traditions.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection. She looked at relevant documents, such as evidence of the suitability checks carried out on people living and working at the address and attendance records.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to children and to one parent during the inspection. She looked at written feedback from other parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder is qualified and continues to build on her knowledge and skills. For example, she seeks guidance and resources online and shares information with other childminders. She works closely with her co-childminder to review children's progress and enhance their teaching. Safeguarding is effective. The childminder shares detailed information with parents about how she keeps children safe and knows what to do if she is concerned about the welfare of a child. The childminder establishes effective partnerships with other settings and schools that children attend. This helps to provide a coherent approach to children's care, learning and development and supports them well at times of change, for example when they start school.

Quality of teaching, learning and assessment is good

The childminder's highly effective interactions with children help to extend and build on their learning. For example, she encourages children to describe, draw and write about what they will build when they pretend to be construction workers. This helps to promote their skills in literacy and mathematics and contributes to their very good achievements in these areas of learning. The childminder supports children's communication skills effectively. For example, children who do not speak learn to use simple hand signs to communicate their needs and preferences. Older children speak confidently and they recall past events and discuss their plans with the childminder. She responds to children's learning preferences. For example, she plans activities in the garden to support a number of boys who prefer to learn outdoors.

Personal development, behaviour and welfare are good

The childminder gets to know children's individual needs and they settle quickly into her care. She has clear expectations of children and shares strategies for managing children's behaviour with parents and other settings that children attend. This helps to provide clear and consistent boundaries for children and they behave well. Children benefit from plenty of fresh air and exercise. They learn about healthy lifestyles, for example, as they discuss the benefits of food over lunch. Children develop friendships and begin to empathise with one another. They work together and help each other, for instance, they hold the sleeves, as their friends put on their coats. Children learn to manage their own personal care needs, which helps to promote their independence and prepare them for school.

Outcomes for children are good

Children achieve levels of development typical for their age. They benefit from challenging activities that help them to build on what they already know and can do and equip them with important skills that prepare them for school. Children cooperate with each other as they play. They take turns, share toys and learn to resolve problems. They persevere and try different ways to achieve their aims. Older children develop very good mathematical skills. For example, they guess the length of various objects and then measure them with a tape to check their estimates.

Setting details

Unique reference number	EY428154
Local authority	Stockton on Tees
Inspection number	1094860
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 8
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	9 June 2015
Telephone number	

The childminder registered in 2011 and lives in Stockton-on-Tees. She works from her own home with another childminder. 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 children aged two, three and four.

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Piccadilly Gate
Store St
Manchester
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