

Childminder Report

Inspection date

10 November 2017

Previous inspection date

19 March 2014

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 good. The childminder carefully plans a broad range of activities that appeal to children's interests. Children are keen to take part in activities. They are confident learners who happily explore the environment and involve others in their play.
- The childminder manages children's behaviour well. She has a fair and consistent approach that children respond to positively. They are eager to please her and they learn to understand the needs and feelings of others. Children benefit from plenty of praise. They demonstrate high levels of confidence and self-esteem.
- The childminder shares ideas with other childminders. She also builds on her knowledge and skills, for example, through her own research and advice and guidance from other professionals. She works well with her co-childminder. They observe one another to help identify strengths and areas for improvement in their teaching.
- The childminder gathers detailed information from parents when children first start, and regularly updates this as children's needs change. This helps her to meet individual children's care needs well, including any changes in routines and dietary requirements.
- Parents say the childminder does a fantastic job and that they would not change a thing.

It is not yet outstanding because:

- Occasionally, activities are directed too much by the childminder and they limit children's opportunities to be freely creative.
- Sometimes, the fast pace of activities means children do not always have enough time to become more deeply involved and engaged in their learning.

What the setting needs to do to improve further

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

- provide even more opportunities for children to freely explore, investigate and express their own ideas during play
- give children plenty of time during activities to become fully involved and engaged, and strengthen their learning experiences even further.

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 held discussions with the childminder at appropriate times during the inspection. She looked at relevant documents, including evidence of suitability checks.
- The inspector carried out a joint observation of an activity with the childminder and her co-childminder.
- The inspector spoke to children at appropriate times during the inspection and took account of the views of parents through written feedback provided.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder works closely with parents. She consults with them to ensure that the communication methods used are effective and parents are well informed about their child's care and learning. She has also developed effective partnerships with the local nursery. This helps to provide a consistent approach to meeting children's care needs and supports their learning well. Safeguarding is effective. Children are kept safe in the childminder's home and while on outings, and are not permitted to leave her care unless with an authorised person. The childminder has secure knowledge of the signs and symptoms of abuse and knows who to contact if she is concerned about a child's welfare. The childminder is committed to continuous improvement. She works with parents, children and other professionals to identify ways to enhance her already good practice.

Quality of teaching, learning and assessment is good

The childminder observes children and checks the progress they make in each area of learning. She tailors her teaching to help them build on what they already know and can do. The childminder makes learning fun. Children giggle along while she sings and dances with them. Children learn about the world around them. For example, they enjoy taking part in nature walks and discuss items they find with the childminder. The childminder supports children's developing language skills well. She asks questions that encourage them to think, describe and recall. For example, they discuss a recent visit to a firework display and excitedly share their experiences with the childminder and their friends. Children develop skills in early literacy that help to prepare them for school. They share a love of stories and eagerly choose their favourite songs during singing sessions.

Personal development, behaviour and welfare are good

Children demonstrate a sense of belonging in the childminder's care. They form bonds with her that help to support their emotional well-being. The childminder works closely with parents to promote children's good health. For example, she shares comprehensive procedures with them that are based on current guidance, to help prevent the spread of illness and infection. The childminder gives children responsibility for small tasks, such as clearing away after activities and preparing their snack. This helps them to develop independence in preparation for starting school. Children learn about healthy lifestyles. They benefit from nutritious meals and plenty of fresh air and exercise.

Outcomes for children are good

Children make good progress in all areas of learning and are working within the range of development expected for their age. Children who are slower to make progress in some aspects of their development, benefit from targeted teaching and catch up in their learning. Children cooperate with the childminder and other children as they play. They work together to solve problems and learn to share and take turns. They are well prepared for later learning, for example, when they move on to nursery or school. They learn about letters and numbers, for example, by playing games on tablet computers.

Setting details

Unique reference number	EY466974
Local authority	Redcar & Cleveland
Inspection number	1102635
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	19 March 2014
Telephone number	

The childminder registered in 2013 and lives in Redcar with her wife, who is also a childminder. The childminder operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. She offers occasional weekend care. She receives funding to provide free early years education for two-, three- and four-year-old children.

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