

# Childminder Report



<b>Inspection date</b>	23 November 2017
Previous inspection date	14 April 2014

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

- The childminder provides a warm, welcoming and comfortable environment where children feel at home. Children build close attachments with her. They approach her happily for cuddles and to express their delight when she praises their efforts. Children are confident and settle quickly in her care.
- Children's behaviour is exemplary. Young children know the daily routine very well, for example, they help with tidying away toys to keep the environment safe. The childminder uses consistent and effective strategies to set clear boundaries.
- Children have a wealth of opportunities to find out about their wider community, such as on outings to places of local interest and to play groups.
- The childminder regularly reflects on her practice, overall, and discusses areas for development with her recently appointed assistants. She actively seeks the views of children and parents to help her to identify future targets for improvement.
- The childminder has a very good understanding of children's development. She observes children frequently to identify their individual interests and what they need to learn next. Children make good progress.

### It is not yet outstanding because:

- The childminder has not consistently established highly successful partnerships with other early years settings that children attend to share and gather information.
- The childminder has not yet fully embedded new systems and procedures and reviewed and evaluated the impact of these on the outcomes for children.

## What the setting needs to do to improve further

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

- strengthen partnerships with all settings and develop more ways to share detailed information to support children's progress even further
- embed fully, evaluate and review, recent changes to systems and procedures that inform planning for the highest level of outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact of this on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector completed an evaluated activity with the childminder.
- The inspector looked at documentation, including evidence of the suitability of adults living at the premises.
- The inspector took into account the views of parents in written feedback.

### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of her role and responsibilities should she have any concerns about a child's welfare. She updates her safeguarding training and plans to extend these opportunities for her new assistants. The childminder regularly reviews the progress of individual children to identify and address any gaps in learning. She meets regularly with other childminders to share ideas and good practice. The childminder also uses her knowledge, gained from training opportunities, to help improve her setting. For example, she has made some changes to the play environment to support the various needs of children in her care. Partnerships with parents are strong. The childminder involves parents well in their children's learning through effective daily communication and sharing regular reports.

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

Teaching is good and sometimes outstanding. The childminder ensures that learning is fun. Children are excited to join in with activities led by the childminder and enjoy those that they choose for themselves. They show good levels of concentration as they eagerly scoop up grains of coloured rice, using spoons, into different sizes and shapes of containers. Young children shake these and listen carefully to the sounds the grains make. The childminder successfully promotes young children's communication and language development. She repeats words clearly back to children and introduces new vocabulary to help extend their learning. Children delight in listening to familiar stories, rhymes and songs and joining in with the refrains and any actions.

### Personal development, behaviour and welfare are good

Children demonstrate an impressive sense of belonging as they confidently move around the home. The childminder responds to children's emotional needs extremely well. She swiftly recognises individual children's needs and interests and skilfully adapts activities in response. The childminder is an excellent role model. Children learn to use good manners and show care for each other. The childminder develops children's very good understanding of safety and how to stay safe. For example, young children are reminded to climb backwards down a deep step. The childminder values outdoor play and exercise highly and has plans to develop these even further. Children help to harvest apples from a tree in the garden and enjoy eating these. Parents report how much they appreciate the childminder's high-quality care, including access to healthy snacks and meals and daily walks in the fresh air.

### Outcomes for children are good

Children achieve a good range of skills in preparation for their future learning and the eventual move onto nursery and school. They show high levels of motivation in their learning. Children show great curiosity as they explore a wide range of materials and resources. For example, they investigate what will happen when they roll model cars on a slope made of cardboard. They help to grow tomatoes in a greenhouse, which helps support them to understand the world around them. Children socialise at play groups.

## Setting details

<b>Unique reference number</b>	EY448787
<b>Local authority</b>	Hartlepool
<b>Inspection number</b>	1102422
<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>	1 - 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 April 2014
<b>Telephone number</b>	

The childminder registered in 2012. She cares for children on weekdays from 8am until 6pm, Monday to Friday except for family holidays. The childminder works with two assistants for one day each week.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

