

# Childminder Report

**Inspection date**

15 January 2018

Previous inspection date

8 March 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 has developed her skills to enhance young children's play. She offers learning experiences that stimulate them, helping them to make good progress.
- The childminder uses detailed observations of children's learning, to help her complete precise assessments of their progress. She identifies appropriate areas to focus her teaching on, to help children develop new skills.
- Older children develop the basic skills they need to start school. They show confidence, independence and make particularly good progress in their mathematical development.
- Children have secure bonds with the childminder and her assistant. They are happy, settled and show they feel safe, as they fall asleep in the childminder's arms. This has a positive impact on their emotional well-being.
- The childminder has worked extremely hard in partnership with the local authority. She has reflected on her practice and made many improvements, which have impacted positively on children and their families. Parents are very happy with the service they receive.

### It is not yet outstanding because:

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.

## What the setting needs to do to improve further

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

- reflect on the impact that background noise has on children's developing speech and language skills, and consider ways to reduce this to help children make even more progress
- improve partnerships with all those involved with children, including other professionals and schools, to promote continuity in children's learning that contributes to identifying and closing potential gaps.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder, her assistant and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's and her assistant's suitability to work with children. She discussed children's learning, assessment and planning with the childminder, and her self-evaluation.
- The inspector obtained written feedback from parents and took account of their views.

### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder shows high levels of commitment and dedication to improving her service for children. For example, since the last inspection, she has improved the quality of teaching and her observations and assessments of children's learning. She has reflected on her skills to work with children, and enhanced her knowledge of how to help them make good progress, particularly babies. The childminder supports her assistant to meet children's needs. For example, she talks to her about their interests, activities that they enjoy and any specific care needs. This helps to promote continuity and inclusion. Safeguarding is effective. The childminder has robust procedures to follow if she has concerns about children's welfare and she has a secure understanding of the possible signs that indicate a child may be at risk. The childminder completes daily safety checks to identify and resolve any potential hazards in the environment. This helps to keep children safe.

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

The childminder is skilled at using her knowledge of children's interests and current stages of development, to prepare activities they enjoy and engage in. For example, older children develop small-muscle skills as they thread wool to make models of birds' nests. The childminder extends this activity to develop their understanding of the world, as they talk about the different seasons and when they might see chicks. Young children enjoy interacting with older children, and explore sensory baskets with interest. The childminder encourages them to develop social skills, and she models how to roll balls and take turns. The childminder encourages parents to share information about their children's experiences, and she uses this to extend learning in the setting. Parents say they enjoy receiving their children's learning journals and are happy with their progress.

### Personal development, behaviour and welfare are good

Children have good levels of self-confidence and take an active part in their own self-care. For example, they wash their hands thoroughly before mealtimes and use tissues to wipe their nose. Older children are keen to be independent and use the toilet without support. The childminder promotes children's good health well. For example, she provides opportunities for exercise and fresh air on a daily basis, as children walk to school. The childminder encourages parents to provide healthy food choices for children, and they enjoy sitting together at the table to eat. Children have very good manners and are well behaved. The childminder gathers information about children's care needs and routines when they start, and uses diaries to obtain daily updates. This helps her to meet their care needs effectively.

### Outcomes for children are good

Children make good progress and the majority are working in the stages typically expected for their age. Young children develop good exploratory skills and are enthusiastic, confident learners. Older children show confidence in recognising numerals and can manage to take turns without support. Children show pride in their achievements and are willing to try new activities to further develop their skills.

## Setting details

<b>Unique reference number</b>	EY461434
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1107854
<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 - 8
<b>Total number of places</b>	18
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	8 March 2017
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Stockton-on-Tees. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder provides funded early education for two-, three- and four-year-old children. She provides overnight care.

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 2018

