

Childminder Report

Inspection date

19 January 2018

Previous inspection date

19 November 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

- The childminder provides a welcoming and homely environment. She nurtures children well and, in turn, they feel a strong sense of belonging. This helps children to build strong attachments with the childminder and her assistant.
- The childminder plans a wide range of activities that meets children's needs and interests. All children make good progress.
- Children choose from the wide variety of interesting resources. This helps them to develop their independence skills well.
- The childminder sets clear boundaries and appropriate rules for children, supporting their good behaviour. Children are happy, settled and confident at the childminder's house.
- The childminder has strong links with other local childminders and local authority advisers. These give plenty of opportunities for the childminder to share good practice and keep up to date with any changes.
- Partnerships with parents are very effective. Parents are involved in their children's learning from the start. The childminder updates them regularly about their children's experiences and progress, encouraging continuity of learning.

It is not yet outstanding because:

- The childminder does not consistently use the correct words for everyday objects when speaking to children.
- The childminder has not sharply focused her professional development programme to help raise the quality of teaching and learning to the highest standard.

What the setting needs to do to improve further

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

- enhance the use of the correct terminology to help support the development of children's communication and language skills even further
- focus more precisely on professional development to enrich the opportunities for teaching and children's learning.

Inspection activities

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

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder checks her home each day to help minimise any risks to children. She identifies potential causes for concern and has a secure knowledge of the correct procedures for reporting these. The childminder monitors children's learning thoroughly and involves parents in her assessments. She uses the information from her observations well to identify what children need to learn next and address any gaps in their learning. The childminder works very closely with other professionals and early years settings attended by children in her care. This helps to support children's development effectively. The childminder regularly checks that her assistant's work is suitable. She reflects on her practice and takes into account the views of parents and children when planning any changes.

Quality of teaching, learning and assessment is good

The childminder uses a range of mathematical language, such as 'big' and 'little' and the names of shapes, during activities. Young children spontaneously use numbers in their play. The childminder demonstrates a variety of teaching strategies to extend children's communication and language skills. For example, she uses skilful questioning, and introduces new vocabulary. Children delight in choosing books to look at independently or to read with the childminder. They recite their favourite rhymes during play. The childminder follows their lead and joins in with the singing. Children enjoy painting with brushes and printing shapes. These activities help to support the development of their good early literacy skills. Children use their imaginations and observation skills as they pretend to change a doll's nappy while the childminder attends caringly to a small baby's needs.

Personal development, behaviour and welfare are good

From the start, the childminder collects and uses information about children's likes and dislikes and what they already know and can do. She carefully follows specific routines for babies, helping them to settle quickly. The childminder exchanges detailed information daily with parents. This helps her to adapt children's care routines and support their emotional and physical welfare. Children try a range of food, such as fruits and vegetables. Children are motivated to learn. For example, they persevere when fastening an item of baby clothing to dress a doll. The childminder ensures that children benefit from daily exercise and fresh air. Children visit local places of interest, including parks where they like to feed the ducks. They regularly attend playgroups where they learn to mix with other people.

Outcomes for children are good

Children's language skills are particularly well developed. Young children speak using complex sentences and recall past events. Children are learning to become independent. For example, they wash their own hands. They help with small tasks, such as preparing art activities. Children achieve a range of necessary skills. They are ready for their future learning and the eventual move to nursery and school.

Setting details

Unique reference number	312752
Local authority	Redcar & Cleveland
Inspection number	1103620
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	19 November 2014
Telephone number	

The childminder registered in 1994. She operates all year round from 7.30am to 5.30pm, except for bank holidays and family holidays. Occasionally, the childminder works with her husband, who is her assistant. She provides funded early education for three-year-old children.

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