

# Childminder Report

**Inspection date**

16 May 2018

Previous inspection date

18 June 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 is an experienced, knowledgeable practitioner. She uses her knowledge and skills well to support children to make good progress in their learning.
- The childminder encourages children to name and sound letters of the alphabet, helping them to develop their early reading skills and promoting their readiness for school.
- The childminder promotes children's physical health well. Opportunities, such as visits to local parks, encourage children to be physically active and exuberant.
- Good use is made of professional development opportunities to help the childminder reflect upon her provision and to identify ways she can improve even further.
- Children's assessment information is reviewed well. The childminder identifies where children may require additional help to support their good progress.
- Children's independence skills are fostered well. The childminder encourages them to develop skills, such as putting on their own shoes and clothing.

### It is not yet outstanding because:

- The childminder does not always encourage parents to share what they already know about their children's learning to support her on-entry assessments.
- The childminder has not established highly effective links with all external professionals who also support children to help their learning and development even further.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about the skills and abilities children already have when they first start
- strengthen arrangements for exchanging information with external professionals, who may also be involved with children, to provide a more consistent approach to supporting children's individual learning needs.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback on questionnaires provided.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge up to date, for example by accessing regular training. She is confident in describing possible signs and symptoms that may indicate a child is at risk of harm. Clear policies and procedures underpin her good practice and are reviewed regularly. For example, the childminder ensures the contact numbers she holds to share any concerns she may have about children are the most current for her local area. Effective arrangements are in place to keep children safe, particularly during periods of hot weather. The childminder ensures safe practices, such as putting sun cream on children, are carried out. Accidents are managed very well. The childminder ensures children receive prompt medical care should they sustain any injury while in her care.

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

The quality of the childminder's teaching is good. She sits on the floor alongside children, supporting their communication and mathematical skills well. For example, the childminder counts when children pick up objects. She also uses descriptive words, such as, 'That is a juicy, red tomato', when children explore role-play food. The childminder ensures she provides a good range of interesting activities that reflects children's interests and their stage of development. For instance, she prepares a large tray outside with farm animals, a barn and shredded paper. Children engage well and explore the resources with interest, building and extending their knowledge of animals and the natural world.

### Personal development, behaviour and welfare are good

The childminder provides a well-resourced play area where children make independent choices and are motivated to direct their own play. Resources are accessible and help children develop confidence in selecting and returning equipment. Children behave well. They understand and cooperate with boundaries and routines during the day. The childminder gathers information from parents about any medical needs or allergies children may have when they first start. This provides a consistent approach to supporting children's physical needs. Children develop strong relationships with the childminder and receive high levels of care from her. They enjoy cuddles throughout the day, especially if they become tired or upset. This supports children's emotional well-being effectively.

### Outcomes for children are good

Children make good progress in their learning. They develop a good range of skills in readiness for school. Children develop good mathematical skills. They use number names as they play. For example, they say 'nine' when they thread wooden fruit onto a string. Children develop strong listening and attention skills when they listen to stories read aloud to them, making comments and asking questions about the pictures.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY452563  |
| <b>Local authority</b>             | Stockton on Tees  |
| <b>Inspection number</b>           | 1087438   |
| <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>       | 2 - 2   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 2   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 18 June 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2012 and lives in Stockton. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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Piccadilly Gate  
Store St  
Manchester  
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