

# Childminder Report

**Inspection date**

22 June 2018

Previous inspection date

15 September 2015

<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

- Some aspects of teaching are outstanding. Many activities are inspiring and ignite children's curiosity and desire to learn. The childminder is highly responsive to children's interests and preferences. She skilfully adapts her approach to sustain children's involvement and strengthen their learning experiences.
- Partnerships with parents are effective. Parents feel involved in their child's learning and commend the childminder for her calm, kind and caring manner.
- Children make good progress and have a very positive attitude to learning. They are inquisitive and eager to take part in activities. This helps to prepare them for later learning in school.
- The childminder has established effective relationships with other settings that children attend. She shares information with others to help ensure that children's needs are met.
- Children are happy and confident in the childminder's care. They feel secure, valued and quickly develop a sense of belonging.

### It is not yet outstanding because:

- At times, the childminder's plans for individual children's learning are not focused sharply enough on what they most need to learn next.
- Sometimes, the childminder does not gather enough detailed information about children's learning needs and abilities when they first begin to attend. This means that plans for their learning are not in place swiftly from the outset.

## What the setting needs to do to improve further

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

- use information about what individual children already know and can do to plan more precisely for their learning, and help them to make the best possible progress
- gather more detailed information about children's learning when they first start to attend to help inform plans for their learning more swiftly from the outset.

### Inspection activities

- The inspector viewed the areas of the childminder's home that are accessed by children.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to the childminder at appropriate times during the inspection. She looked at a range of documents, including evidence of the suitability checks carried out on people living in the household.
- The inspector spoke to children at appropriate times during the inspection. She looked at written feedback from parents and took account of their views.

**Inspector**  
Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of signs that may indicate that a child is at risk of harm. She knows what to do if she has a concern about a child's welfare. The childminder reflects on her practice and seeks ways to improve. For example, she has recently introduced new activities for children outdoors to further extend their learning opportunities. This demonstrates a strong capacity for continuous improvement. The childminder is qualified, which contributes to her secure knowledge of the ways in which young children learn. She takes steps to strengthen her skills and knowledge and to keep up to date with current guidance. For example, she attends network meetings, where she shares knowledge with other childminders, and conducts her own research.

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

The childminder provides appealing activities that are attractively presented and unhurried. Children become engrossed in their play and have plenty of time to explore, investigate and try out their own ideas. For example, they investigate containers and pasta and use these to pretend to make tea for their friends. The childminder skilfully extends their learning by encouraging them to predict how many pieces it will take to fill a jar. This helps children to practise their early mathematical skills and supports their good progress in this area of learning. Children demonstrate good imaginative skills. They take on the role of a 'mummy' or 'daddy' and pretend to feed and change baby dolls. Children learn to overcome problems as they work together to solve puzzles.

### Personal development, behaviour and welfare are good

Children are clearly at ease in the childminder's care. They snuggle up close on the sofa and enjoy quiet moments with her as they look at books together. Children develop friendships with their peers. They play happily together and are kind and helpful to one another. The childminder works closely with family members to promote children's good behaviour. They share strategies that help children to have a clear understanding of what is expected of them. Children benefit from plenty of fresh air, exercise and nutritious meals, which help to promote their good physical health. The childminder encourages children's independence. For example, they help to clear away activities and successfully manage their own self-care needs, such as washing their hands and blowing their nose.

### Outcomes for children are good

Children are confident learners who concentrate and persevere as they play. They pay close attention to the childminder, listen intently during activities and follow instructions. This helps to prepare them well for school. Children make generally good progress in their learning. They are working within the range of development that is typical for their age. Children develop some key skills in mathematics and literacy that give them a secure foundation for later learning. For example, they count and compare length during a threading activity. They learn to handle books and follow words as the childminder reads.

## Setting details

<b>Unique reference number</b>	EY275474
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1128922
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 September 2015
<b>Telephone number</b>	

The childminder registered in 2003 and lives in the Ingleby Barwick area of Stockton-on-Tees. She operates all year round from 7.30am to 5.30pm from Monday to Friday, except for bank holidays and family holidays.

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