

Childminder Report

Inspection date

25 June 2018

Previous inspection date

10 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder provides a superbly warm and welcoming environment for children. Children form exceedingly strong attachments to her and openly show their affection. Children's behaviour is exemplary. Young children demonstrate excellent manners.
- The experienced childminder demonstrates a secure understanding of how children learn. She provides a wide range of stimulating, age-appropriate activities. Children are eager learners who make good progress.
- Partnerships with parents are very positive. Parents comment that communication is excellent. They state that they are extremely happy with the caring and safe environment that the childminder provides.
- The well-qualified childminder provides a wealth of opportunities for learning outside. Children delight in exploring and investigating the outdoor environment. They benefit from plenty of fresh air and exercise, and develop superb physical skills. Children develop a wonderful awareness of the world around them.

It is not yet outstanding because:

- Although the childminder completes accurate and regular assessments of children's learning, she does not consistently use this information highly effectively to identify precisely what they need to learn next.

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 information gained from assessments to plan even more precisely for children's learning, to help them to make the very best possible progress.

Inspection activities

- The inspector observed the quality of teaching activities and assessed the impact of these on children's learning.
- The inspector talked 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 the childminder's self-evaluation procedures.
- The inspector took into account the views of parents, expressed in written feedback.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a very sound knowledge of how to protect children from harm. She recognises potential signs of abuse and understands how to report any concerns. The childminder has good systems in place to maintain an effective exchange of information with other settings that children attend. This helps to support continuity in children's learning. The childminder welcomes visits by a local authority adviser to help her to improve her practice. She updates her knowledge through online learning to support her to improve outcomes for children. The childminder reflects continuously on her provision and takes into account the views of parents and children when making any changes.

Quality of teaching, learning and assessment is good

The childminder uses her knowledge from training, such as a recent forest-school leadership course, to plan exciting activities that stimulate and motivate children to learn. For example, children delight in mixing together seeds, fruits and lard, which they stick to pine cones to make birdfeeders. The childminder provides an ongoing commentary for children's play and shows a genuine interest in their conversations. This helps to support children's good language development. The childminder encourages children to count during daily routines, which helps them to practise their number skills. Children show a love of books, as they cuddle up to the childminder to share their favourite stories. This supports their early literacy progress.

Personal development, behaviour and welfare are outstanding

Children respond extremely positively to adults and children. They confidently and happily offer their own ideas during activities. The childminder is a superb role model with very high expectations of the children in her care. Children are exceptionally sociable in and out of the setting. The childminder regularly takes children to local groups, where they make new friends. Children enjoy many adventures at local woods and beaches. They visit places of interest, such as the fire station, to find out about how adults help them. The childminder has completed training in forest paediatric first aid to promote children's welfare and support her extremely strong focus on outdoor learning. Children learn how to keep themselves safe and become more independent, for example, when chopping up fruit for snacks.

Outcomes for children are good

Children develop the skills and attitudes they need for their future learning and their eventual move to nursery and school. They have fun practising their early mathematical skills. For example, they search for, and repeat the names of, differently shaped objects, hidden in the garden. Children form firm friendships with each other. They freely access a wide range of high-quality resources and show great curiosity as they play.

Setting details

Unique reference number	EY414458
Local authority	Stockton on Tees
Inspection number	1105163
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	10 November 2014
Telephone number	

The childminder registered in 2010 and lives in the Stockton-on-Tees area. The childminding provision operates all year round, from 9am to 5pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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