

# Childminder Report

**Inspection date**

27 June 2018

Previous inspection date

3 August 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

- Children benefit from the effective partnerships the childminder has established with parents. A wealth of information is regularly shared, which helps to ensure all children's needs are consistently met. Parents are very complimentary about the childminder and they are happy with the care and teaching that she provides.
- The childminder provides a welcoming environment. Children have easy access to an extensive range of resources and equipment that reflect their interests and individual needs. This supports children to be motivated to learn.
- Children's emotional well-being is supported well. They are happy, settled and enjoy their time with the childminder. The childminder and her assistant establish close bonds with the children and children readily go to them for a cuddle and to share their play.
- The childminder encourages children's speech and language. For example, she regularly reads stories to children and asks open-ended questions that provide good opportunities for them to think further. Children make good progress in their learning.

### It is not yet outstanding because:

- The new system for observing and assessing children's learning is not yet embedded enough to fully reflect their progress.
- The childminder does not use her evaluation process well enough to identify how she can raise the quality of her provision to an even higher level.

## What the setting needs to do to improve further

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

- embed the new systems for observation and assessment to better reflect children's attainment
- focus self-evaluation more sharply on identifying ways of raising the overall quality of the provision to an outstanding level.

### Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector observed the quality of teaching and the impact on children's progress. The inspector spoke with the childminder and children throughout the inspection.
- The inspector completed a joint observation of an activity with the childminder.
- The inspector looked at documentation and records, including evidence of the suitability of adults within the home.
- The inspector took account of parents' comments.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Children are safeguarded in the childminder's care due to her good knowledge of the procedures to follow in the event of any concerns. Necessary suitability checks for her assistant have been completed. The childminder has a range of detailed policies and procedures. She shares these with parents and carers so that they are aware of her practice when caring for their children. Overall, the childminder monitors the educational programmes and progress of children. She has recently introduced systems to make this even more effective. The relationship between the childminder and her assistant is professional and supportive. Effective supervision and coaching are provided to continually develop the assistant's knowledge and skills.

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

The childminder and her assistant are experienced and well-qualified practitioners. The quality of teaching is good. Through effective questioning and by making suggestions, the childminder enables children to develop their problem-solving skills, for example, when deciding how to thread large pasta shapes onto spaghetti. She support children's mathematical skills as they count the animals in the zoo, making comparisons of their size and colour. Children have regular opportunities to develop the muscles in their upper body and build on their physical development. For example, young children happily add small-world figures to the water tray and manipulate these in various containers. Older children pour water from bottles into the water tray and experiment with making marks.

### Personal development, behaviour and welfare are good

The childminder and her assistant are good role models for children and treat them with kindness and respect. Children behave well and use good manners. They independently choose from the good range of activities and resources available. Children learn good hygiene practices. They know that they must wash their hands after using the toilet or before eating. The childminder supports children to understand risks and learn how to keep themselves safe. Children demonstrate their learning, for example, as they tell the childminder how to cut fruit safely using knives. Children are supported to lead a healthy lifestyle. For example, the childminder provides healthy snacks and drinking water is always easily accessible.

### Outcomes for children are good

Children learn a range of skills that help to prepare them well for school. They express themselves well and are confident in having conversations with other people. Children make friends easily and demonstrate good social skills. For example, they work together on tasks and respect each other's ideas. They concentrate well on activities and complete tasks.

## Setting details

<b>Unique reference number</b>	305773
<b>Local authority</b>	Stockton on Tees
<b>Inspection number</b>	1127887
<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 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 August 2015
<b>Telephone number</b>	

The childminder registered in 1995. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3 and works with an assistant.

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