

# Childminder Report

**Inspection date**

5 July 2018

Previous inspection date

24 November 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

- The childminder provides a wide range of activities to support children's learning and promote their good progress. She incorporates children's interests into her plans, which helps them to stay motivated and keen to learn.
- Parents contribute to assessments of children's learning from the outset. The childminder keeps them well informed about children's achievements and seeks information about children's learning at home. Parents are very satisfied with the care and teaching that the childminder provides.
- The childminder has a thorough knowledge of children's individual needs and preferences, and meets these well. She is kind and caring and promotes children's emotional well-being effectively. Children demonstrate high levels of confidence and a strong sense of belonging.
- Children make good progress in their learning. All achieve the levels of development typically expected for their age and some exceed these.
- The childminder seeks the views of children and parents to help her to review her practice. She identifies ways build on the already good care and learning she provides.

### It is not yet outstanding because:

- Sometimes, the childminder is too quick to help children with problems they encounter during play.
- Occasionally, the childminder does not provide the highest levels of challenge during activities to extend the learning experiences of the most able children even further.

## What the setting needs to do to improve further

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

- extend the opportunities children have to develop problem-solving skills, to extend their knowledge of the world and to help them to become more independent learners
- provide even more challenge for the most able children to support them to make the best possible progress in their learning.

### Inspection activities

- The inspector viewed the areas of the childminder's home that are used for childcare.
- The inspector observed the quality of teaching and assessed the impact it has 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 suitability checks carried out on people at the address.
- 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 childminder has developed very successful partnerships with other settings that children attend. This helps to reinforce children's learning and provide a cohesive approach to their ongoing care and development. The arrangements for safeguarding are effective. The childminder prioritises children's safety and well-being, and knows what to do if she has concerns about a child's welfare. The childminder is committed to enhancing her knowledge and skills. For example, she leads a network group where childminders can share their expertise and information gained from training. The childminder monitors the progress children make and, generally, uses her findings to inform future plans for their learning.

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

Children are very confident learners who lead their own play. For example, after sharing a story with the childminder, they ask to make porridge 'just like the bears had'. They gather the correct number of bowls and spoons as detailed in the story. The childminder extends their learning in mathematics. She emphasises the counting and matching that is detailed within the story. Furthermore, children enjoy the creative experience of mixing porridge and water and develop their imaginations as they pretend to feed the bears. They show strong skills in early literacy as they refer back to the book, recalling past events and asking others what they think might happen next. Younger children demonstrate increasing physical skills and coordination while building towers with bricks. They enjoy songs and rhymes and quickly learn new words and animal's sounds.

### Personal development, behaviour and welfare are good

The childminder promotes children's health effectively. Children have plenty of opportunities for fresh air and exercise, for example, during organised physical play sessions. The childminder has clear and consistent boundaries for children's behaviour. They know what is expected of them and they quickly learn right from wrong. Children benefit from plenty of praise and attention. They gain high levels of self-esteem and pride in their achievements. Children develop a sense of responsibility and independence from a very early age. For example, toddlers find their favourite toys in the well-resourced playroom and tidy them away when they have finished playing. Children are very sociable and learn to understand one another's needs. They consider each other's feelings and show empathy for one another.

### Outcomes for children are good

Children demonstrate a very positive attitude that prepares them well for later learning in school. They cooperate and help each other during activities. They are eager to participate in learning, show very good attention spans and follow instructions well. Some children show remarkable leadership skills as they develop their own ideas and encourage others to join in their play. Children show particularly strong skills and good progress in their communication and language development. Older children are very articulate and younger children learn new words rapidly.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY265893  |
| <b>Local authority</b>             | Stockton on Tees  |
| <b>Inspection number</b>           | 1128806   |
| <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 - 3   |
| <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> | 24 November 2015  |
| <b>Telephone number</b>            |   |

The childminder registered in 2003 and lives in Stockton-on-Tees. She operates all year round from 8am to 6pm, Monday to Friday, except during bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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