

Childminder Report

Inspection date

9 July 2018

Previous inspection date

10 February 2015

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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy, settled and confident at the childminder's home. The childminder is calm and consistent in her approach to children, which helps them to understand, and respond well to, her expectations of their behaviour. Children behave very well.
- The childminder supports the development of young children's communication skills effectively. She plays alongside children and clearly introduces new words to help to extend their vocabulary. Children delight in sharing books and learning songs and rhymes. They make good progress.
- Partnerships with parents are strong. The childminder communicates with parents using a variety of different methods, which helps to support the continuity of learning and care between setting and home. Parents comment positively about the richness of children's experiences and variety of activities, as well as the care given to them.
- The childminder provides a wealth of opportunities for children to play and explore outdoors, for example, in local parks and woodland. Children find out about the wider community and the world around them.

It is not yet outstanding because:

- The childminder does not identify specific opportunities to enhance her teaching skills to the highest level.
- The childminder has not fully embedded new systems for observations and assessments and evaluated the impact of these on outcomes for children

What the setting needs to do to improve further

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

- focus the programme of professional development sharply on raising the standards of teaching further to achieve even better outcomes for children
- embed, review and evaluate new systems for observations and assessments to help to inform precise planning to help children to achieve the best outcomes.

Inspection activities

- The inspector observed teaching activities and assessed the impact of these on children's learning.
- The inspector completed the evaluation of an activity with the childminder.
- The inspector spoke to the childminder and children, at appropriate times, throughout the inspection.
- The inspector looked at documentation, including evidence of the suitability of adults living at the premises.
- The inspector considered the views of parents, expressed in written feedback.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure knowledge of child protection issues and the local safeguarding procedures to follow should she have any concerns about a child's welfare. She effectively assesses potential hazards in her home and garden and while on outings, to help to minimise possible risks. The childminder supports children to learn how to keep themselves safe, for example, when crossing roads. The childminder meets regularly with other childminders to exchange good practice tips and gather new ideas. She reflects on the quality of her provision and considers the views of parents when deciding on any changes. The childminder understands the importance of working closely with other settings attended by children in her care and with other professionals.

Quality of teaching, learning and assessment is good

The experienced childminder knows the needs of children in her care well. She provides a wide range of enjoyable activities that engages children and matches their interests. The childminder gives young children plenty of time to think and answer simple questions during their play. She skilfully supports the development of children's early mathematical skills. For example, the childminder encourages children to count large plastic bricks when they build a tall tower. Children practise their fine motor skills as they thread a wooden caterpillar through holes in a life-size model of an apple. The childminder gives children plenty of opportunities to make marks, which helps to support the development of their early literacy skills.

Personal development, behaviour and welfare are good

Children develop close emotional attachments to the childminder. They demonstrate a strong sense of belonging. For example, children approach the childminder for cuddles and reassurance when they become tired. There are opportunities for children to enjoy physical exercise every day. The childminder makes good use of amenities in the local area, such as groups where children can mix with others and successfully learn social skills. Children explore the similarities and differences between themselves and others, during these frequent outings. The childminder also takes children to places of local interest, for example, the fire station where they meet people who can help them.

Outcomes for children are good

Children develop a range of skills which helps to prepare them well for their future learning, including the eventual move to nursery and school. They are curious and motivated learners who engage fully with activities. Children concentrate for significant periods, relative to their ages. They independently investigate a broad range of accessible resources and are keen to 'have a go' at new activities.

Setting details

Unique reference number	EY367665
Local authority	Stockton on Tees
Inspection number	1093308
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	10 February 2015
Telephone number	

The childminder registered in 2008. She operates all year round, from 7.30am until 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

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