

Childminder report

Inspection date	12 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- The childminder knows children well and understands how they learn and develop. She provides good opportunities for children that follow their interests. She successfully engages children and motivates them to learn.
- Children develop a strong sense of belonging as they form secure relationships with the childminder. She praises and gives them encouragement, so that children feel good about themselves. This reinforces children's self-confidence and emotional well-being.
- The childminder successfully engages parents in her practice. They actively contribute to initial assessments. There are regular exchanges of information about their children's progress. Children benefit greatly from this shared approach to their care and learning, and they make good progress.
- The childminder promotes children's safety well. She carries out rigorous risk assessments of her home and garden. She uses these to identify and address potential hazards, so children can play in safety.

It is not yet outstanding because:

- The childminder does not always give children the time they need to think and respond to her questions.
- The childminder gathers feedback from parents, however she is yet to use it effectively enough to support the self-evaluation process in identifying strengths and areas for improvement.

What the setting needs to do to improve further

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

- give more time for children to learn at their own pace to help them extend their thinking skills
- refine the self-evaluation process to ensure it more accurately reflects the thoughts and ideas of parents in identifying strengths and areas for improvement.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector had a tour of the premises and spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Lynne Pope

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder's knowledge of how to identify and report child protection concerns is very secure. This promotes children's welfare. The childminder has a secure understanding of how to monitor children's progress. This helps her to identify and address any gaps in children's learning. She seeks advice from other professionals and works with parents to meet any specific needs of children. Professional development is a high priority. The childminder makes the most of any training opportunities and this helps her to raise the quality of her provision higher. The childminder understands the importance of working in partnerships with other settings that children attend to share information and promote the continuity of care.

Quality of teaching, learning and assessment is good

The childminder has a kind and caring approach and interacts purposefully with children during their activities. She uses good strategies to promote children's language skills. She praises, repeats and extends younger children's speech as they play. For instance, younger children enjoy interacting with the childminder as she looks at books with them. She demonstrates sounds that animals make and they copy her. The childminder gets down to children's level and joins in with their play. She skilfully supports the development of early mathematical understanding as children practise counting and sorting.

Personal development, behaviour and welfare are good

The childminder promotes children's independence well. Young children successfully learn how to manage their own personal needs such as taking their own shoes off and choosing the activities they want to explore. Children are well behaved. The childminder provides consistent explanations at a level appropriate to their understanding such as how to play cooperatively, share and take turns. The childminder successfully supports children's physical skills during daily outdoor play. Children enjoy trips in the local community, attending group activities and going for walks in the local area. The childminder uses these opportunities to support children to build new relationships with others and learn about their local environment.

Outcomes for children are good

Children confidently play, learn and explore in the childminder's company. They show strong listening and attention skills. Children learn how to recognise their own name and enjoy learning songs and rhymes. Children are learning the important skills needed in preparation for their next stage in development, including school.

Setting details

Unique reference number	EY538188
Local authority	Stockton-on-Tees
Inspection number	10077016
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in Ingleby Barwick, Stockton on Tees. She operates all year round from 7.30am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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