

# Childminder report

<b>Inspection date</b>	23 October 2018
Previous inspection date	11 May 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 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 experienced childminder has a good understanding of how young children learn. She is committed to providing children with high-quality learning experiences and individualised care. As a result, children are keen learners who are very eager to explore and investigate.
- The childminder develops strong emotional bonds with children from the start. Children are happy, settled and the childminder is caring and attentive to their needs. Children thoroughly enjoy the childminder's company and are eager for her to join in with their play. They show confidence and high levels of self-esteem.
- The childminder develops good partnership working with parents. She knows the families well and regularly shares information with them about children's learning and progress. This supports consistency in children's care and learning.
- The childminder provides a welcoming environment where all children feel valued. She organises her home well to enable children to lead their own play. This enables children to explore their interests and develop their independence.

### It is not yet outstanding because:

- Although the childminder completes mandatory training, such as first aid and safeguarding, she does not fully target professional development to further enhance the quality of teaching, so that children make the best possible progress.
- The childminder does not consistently share information with all other settings that children attend, to provide a more shared approach to learning.

## What the setting needs to do to improve further

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

- focus more precisely on targeting professional development opportunities, to help to raise the quality of teaching to an even higher level
- strengthen partnerships with all other settings that children attend, to share learning and provide consistency, to support their development further.

### 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 two activities 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.

**Inspector**  
Lynne Pope

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role in keeping children safe. The childminder is confident in recognising concerns, such as any changes to children's behaviour or well-being. The childminder carries out risk assessments in the home and ensures all areas accessed by children are free from possible hazards. This helps to keep children safe from harm. The childminder evaluates her setting well. She seeks the views of parents to help identify strengths and weaknesses, including areas for further improvement. Recent improvements include the laying of artificial grass outside so that children can play outside all year round.

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

The well-qualified childminder has a thorough understanding of how children learn through play. She engages and encourages children effectively in activities they enjoy. The childminder completes regular observations and assessments of children's learning. This helps her to know what children need to learn next and identify any gaps in their learning. Children develop into confident communicators. The childminder consistently uses simple techniques, such as repeating and extending words so that children hear and repeat the correct way to say them. The childminder extends children's interests skilfully. For example, there is great excitement when the childminder blows bubbles outside. Children are keen to have a go, so the childminder provides them with their own pots of mixture. Children persist and become successful in blowing their own bubbles. Children's small-muscle skills develop as they learn how to use scissors to cut paper successfully.

### Personal development, behaviour and welfare are good

The childminder is a positive role model and teaches children to be polite and encourages good behaviour. She sensitively manages any disputes, such as children wanting the same toy and encourages them to share. The childminder helps children to gain confidence in their own abilities. She encourages them to help with everyday tasks and to manage their own personal needs. For example, young children help to prepare lunch and concentrate and persevere as they butter their own bread. The childminder supports children to learn about the importance of healthy lifestyles, such as eating nutritious food. She talks to children about the benefits of eating plenty of fruit and why it is better than foods with sugar in them. Children enjoy regular access to the garden. They learn how to throw a ball, how to balance on a bicycle and how to climb safely on the slide.

### Outcomes for children are good

Children are gaining skills for their future learning and their eventual move to school. They make good progress in their learning and development. Children confidently lead their own play and make decisions. For example, children decide they want to listen to a story. They select what they want and sit closely with the childminder as she reads to them. The childminder includes mathematics in everyday activities. For instance, she encourages children to count blocks as they build a tower and to count the steps as they use the slide. Children show confidence with visitors and are self-assured.

## Setting details

<b>Unique reference number</b>	EY275723
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10059499
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 May 2015

The childminder registered in 2003 and lives in Stockton on Tees. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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