

Childminder report

Inspection date	22 October 2018
Previous inspection date	5 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children make good progress. They are engaged and motivated. The childminder observes children and plans activities to support what they need to learn next.
- Children enjoy learning outdoors. For example, they walk to and from school collecting autumn leaves with the childminder. Younger children delight in sharing their enormous collection of conkers with others. Older children enjoy walks in the local area to learn about the local history and industry.
- The childminder places a high priority on children's safety. Detailed risk assessments help him to minimise hazards for children.
- Children are happy and settled. The childminder is very caring. He gives extra reassurance to children who are new to the setting. This helps children to develop a special bond with the childminder. Parents comment that the childminder creates a home-from-home environment.

It is not yet outstanding because:

- The childminder does not always gather sufficient information from parents about children's learning and development when they first start attending, to help them make the best possible progress from the start.
- Children's spoken language does not develop as rapidly as other areas, as the childminder does not make the best use of all opportunities to support their developing skills.

What the setting needs to do to improve further

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

- gather more information from parents about children's learning and development when children first start attending
- make better use of all opportunities to support children's spoken language and help them to make more rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had 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 spoke with the children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Elizabeth Fish

Inspection findings

Effectiveness of leadership and management is good

The childminder is keen to improve his provision. He evaluates the service he provides and undertakes training to strengthen his provision further. For example, recent training has strengthened his understanding of how he can plan for children's learning. The arrangements for safeguarding are effective. The childminder has a good knowledge of the signs and symptoms that may indicate possible abuse to children. He knows who to contact should he have any concerns about a child's welfare. The childminder monitors children's learning and takes effective action when he identifies areas where children need further support. He works effectively with other professionals to support children's learning and development.

Quality of teaching, learning and assessment is good

Children are motivated to learn. The childminder notices what children are interested in and plans activities to build on this effectively. For example, children enjoy playing with the conkers and natural materials they have collected on their walk from school. The childminder observes what children are doing and intervenes to extend learning. This is demonstrated when the childminder plays alongside children and talks about the quantity or size of the conkers as they play. He sets challenges, such as guessing the number of conkers collected, to help engage children in their learning. Young children concentrate well as they mix play dough together and use various tools. Good support by the childminder helps children to persevere as they attempt to use tools, such as rolling pins or play dough cutters.

Personal development, behaviour and welfare are good

Children have a very good relationship with each other. Children enjoy playing with older children and eagerly anticipate their arrival from nursery. The childminder helps younger children to understand that they must share the equipment with other children. Children respond well to the childminder's expectations. Children develop a good understanding of how they can keep themselves healthy. For example, older children remember that they must cover their hands when they cough. Children are confident in the childminder's care. They recognise when other children feel unsure and try to make them feel better.

Outcomes for children are good

Children are confident learners. They make good progress and develop a good range of skills, which prepare them well for the next stage in their learning. Younger children develop their physical skills. They explore the environment and show an interest in favourite toys. Older children build and construct, and begin to learn how they can balance their towers of bricks.

Setting details

Unique reference number	EY332572
Local authority	Stockton-on-Tees
Inspection number	10071298
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	5 May 2015

The childminder registered in 2006 and lives in the Wolviston Court area of Billingham in Cleveland. He works with his wife who is also a registered childminder. He operates all year round from 7.45am to 5.30pm, 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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