

Childminder report

Inspection date	29 November 2018
Previous inspection date	30 September 2013

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

This provision is good

- The childminder is well qualified and recognises the importance of children learning through play. She provides a homely and stimulating environment where children play with a range of resources that supports their development. Children make good progress.
- Children's language and communication skills are fostered particularly well. The childminder talks to children continually, responding positively to emerging words and expanding their vocabulary by introducing and repeating new words as they play.
- The childminder is perceptive to children's changing needs, such as when they are tired or hungry. She responds quickly and soothes babies who are tired. They quickly calm in her tender and reassuring care.
- The childminder is caring and positive with the children and helps them to feel safe and secure. Children enjoy their time with the childminder and demonstrate they have strong attachments to her. They settle quickly and are comfortable in her care.
- The childminder does not make the strongest possible links with other settings children attend to enable the sharing of information about children's learning.
- The childminder has not established a highly focused programme of professional development to drive forward future improvements and raise the quality of her teaching.

What the setting needs to do to improve further

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

- build stronger links with other settings that children attend and promote a more shared approach to supporting children's progress
- focus more precisely on developing a targeted programme of professional development that ensures the high-quality practice is sustained and consistently improved on.

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 spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures that her home is safe and secure. She understands her role in protecting children and knows what to do if she is concerned about a child's welfare. The childminder is proactive in evaluating her provision and the resources and activities she offers. She gathers the views of parents to inform her targets for future development. The childminder monitors all children's progress closely to identify any gaps in their learning and help them to catch up with their peers. She provides parents with regular updates on their child's progress so they can continue to support learning at home. Parents comment that the childminder provides a first-class service and is committed to her practice and the children within her care.

Quality of teaching, learning and assessment is good

The childminder observes children and monitors the progress they make. Children enjoy looking at pictures of themselves and others. The childminder asks children if they can remember what happened in the pictures and the names of other people. This helps children to recall from memory. The childminder provides plenty of opportunities for children to develop their mathematical skills. She points to different shapes, names these and talks about size, helping children to develop their understanding. When children play with a toy kitchen, the childminder encourages children to investigate what is in the cupboards. From an early age, children show a keen interest in books. They sit on the childminder's lap and listen while she reads and they enjoy feeling the textured pages. Children express their wish to sing a favourite rhyme and join in with the actions.

Personal development, behaviour and welfare are good

Children have strong bonds with the childminder. She is gentle and caring towards them and gives them plenty of praise and encouragement, which helps to boost their self-esteem and confidence. Children behave well and are learning to share and take turns. Older children support younger children well. For example, they demonstrate how things work and encourage them to have a go. Children know the daily routine well and enjoy helping. For example, even very young children help to tidy away toys in readiness for a snack. This helps them to gain a sense of responsibility.

Outcomes for children are good

All children make good progress from their starting points and gain the skills needed for their next stage in learning. They quickly adapt to new routines and being away from parents for the first time. Children are keen to make themselves understood and enthusiastically babble or utter new words. They are friendly and take an interest in the activities and people around them.

Setting details

Unique reference number	EY446438
Local authority	Stockton-on-Tees
Inspection number	10083094
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	4
Number of children on roll	3
Date of previous inspection	30 September 2013

The childminder registered in 2012 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 a BA Honours degree in Early Years Education. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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