

# Childminder report

<b>Inspection date</b>	4 December 2018
Previous inspection date	5 December 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 has made good progress since her last inspection. She manages her provision in a manner that promotes children's welfare and their learning and development well.
- The childminder forms close bonds with the children in her care. She is responsive to their individual needs to ensure their well-being and positive outcomes.
- The childminder is a good role model. She consistently reinforces her behavioural expectations through positive praise and encouragement. Children are learning how to play cooperatively and behave well.
- Children partake in a variety of interesting experiences and trips in the wider community. This benefits their learning and understanding of the world. Parents speak positively about the range of outings provided for their children.
- The childminder does not fully use the information gained from her assessment processes to maximise children's progress in all areas.
- The childminder does not always make the most of her good partnerships with parents to maximise their engagement in their child's learning at the setting and at home.

## What the setting needs to do to improve further

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

- enhance the assessment arrangements to help plan even more precisely so that children achieve consistently high rates of progress across all areas of learning
- strengthen the strategies used to engage parents in their child's learning in the setting and at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 spoken to at the inspection.

#### Inspector

Lindsey Pollock

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of what to do should she have any concerns about children's welfare. She updates her knowledge on a range of child protection issues and is well informed of what may indicate that a child is at risk. All documents, qualifications and records needed to underpin good provision for children's welfare and learning are in place. The childminder consults with parents and children when evaluating her provision. Parents speak positively of the care their children receive. The childminder endeavours to raise the standards in her setting. For example, she improves the provision for children's learning and development when she completes relevant training and liaises with childminding colleagues.

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

The childminder provides children with a good range of interesting play opportunities that they enjoy. She uses community facilities, such as toddler groups, to build children's social skills. Activities are enjoyable and based on what she knows children like to do and what will promote their learning. For example, the childminder recognises children's love of being active and being outdoors so takes them on outings to soft-play areas and parks. She knows how this will help them to develop important physical skills and teach them about the importance of exercise. She interacts well with children and supports their communication and language development. She asks them questions to encourage them to think and introduces new words to add to their vocabulary. She uses books well to build their listening and understanding skills and captivates children as she reads favourites, such as 'The tiger who came to tea'.

### Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. They confidently lead their own play and ideas as they move freely around the playroom. The childminder helps children to become independent in readiness for school. For example, she teaches and supports children to put on their shoes and coats and to use the toilet. Children learn about the importance of a healthy lifestyle. They benefit from plenty of fresh air, exercise and fresh fruit at snack times. They learn how to keep themselves safe during play and when on outings.

### Outcomes for children are good

Children are progressing well in all areas of learning, given their individual starting points. They develop good skills in readiness for their eventual move to nursery and school. They enjoy looking at books with the childminder and listening to stories. They understand simple questions and instructions. For example, they respond when the childminder asks them about pictures in a book and sit at the table for snack when asked. They are inquisitive and engage well in activities showing increasing concentration.

## Setting details

<b>Unique reference number</b>	EY480074
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10084779
<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>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	5 December 2017

The childminder registered in 2014 and lives in Eaglescliffe. She operates her provision all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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