

Childminder report

Inspection date	7 January 2019
Previous inspection date	17 November 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

This provision is good

- The childminder and her assistant are dedicated to refreshing their skills and knowledge. They are currently working towards higher-level qualifications to extend their professional development.
- Partnerships with parents are strong. The childminder and her assistant ensure parents are kept well informed about their children's achievements and abilities. They share resources and activity ideas with parents to help them to continue their children's learning at home.
- Children settle quickly and respond appropriately to guidance and reassurance from the childminder and her assistant. Children are actively encouraged to be proud of their own successes to build their confidence and self-esteem.
- The childminder and her assistant reinforce behavioural boundaries to children so they know what is expected of them. Children learn to share when playing with resources and happily wait their turn during group activities.
- All children, including those in receipt of funding, make good progress from their starting points. They concentrate well and demonstrate good levels of focus and attention.
- The childminder does not make the best use of self-evaluation to focus more precisely on how making improvements to her practice would particularly benefit children's future outcomes.
- Occasionally, the childminder and her assistant do not give children sufficient time to respond to questions to consistently build on their thinking skills.

What the setting needs to do to improve further

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

- strengthen self-evaluation arrangements to focus more sharply on how making future changes to the provision would have a specific impact on children's learning and development
- extend teaching skills to give children enough time to respond to questions and promote their thinking even further.

Inspection activities

- The inspector viewed all areas of the childminder's home used by children and observed play and learning opportunities.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector looked at and discussed a range of records and policies and procedures with the childminder, including evidence of qualifications and of the suitability of her assistant and all adults living in the household.
- The inspector took account of the views of parents through written testimonials obtained by the childminder.

Inspector
Rachel Enright

Inspection findings

Effectiveness of leadership and management is good

The childminder implements successful systems to monitor the performance of her assistant. She involves her assistant in appraisal meetings to discuss what is working well and what needs to be developed. They offer ideas and suggestions to each other to increase their teaching skills even further. The childminder establishes close links with teachers from local nurseries and primary schools. She shares information about children who attend both settings to create continuity of care and learning. The arrangements for safeguarding are effective. The childminder and her assistant have a good knowledge of how to respond to any child protection concerns. They have attended relevant training to enable them to know if children are at risk of being exposed to extreme views. The childminder is fully aware of whom to notify if an allegation was made against her or her assistant. She understands the importance of checking the ongoing suitability of her assistant to ensure she is safe to work with children.

Quality of teaching, learning and assessment is good

Overall, the childminder and her assistant plan a variety of engaging experiences based on children's individual interests and to support their next steps in learning. They complete frequent observations and assessments to recognise children's ongoing progress in all areas of learning. The childminder and her assistant effectively promote children's mathematical development. For example, younger children identify various shapes and begin to practise their counting whereas older children learn the concepts of measure and quantity. The childminder and her assistant involve children in conversation and encourage them to use descriptive words. Children take part in sing and sign activities with an external provider to help foster their speech and language.

Personal development, behaviour and welfare are good

Children form positive relationships and emotional bonds with the childminder, her assistant and their peers. Older children happily help and support younger children with small tasks when required. The childminder and her assistant involve children in a vast array of community activities to develop their interactions with others and extend their physical skills. For instance, they visit local care homes for older people and participate in music and movement sessions. Children follow good hygiene practices and easily manage their own personal care needs. The childminder and her assistant work closely with parents to help them to make healthy food choices for their children.

Outcomes for children are good

All children gain skills needed in preparation for the next stage in their learning, such as independence and self-care. They comfortably use tools and equipment as they explore malleable materials and make their own creations with play dough. Younger children display excitement when investigating sensory activities, including snow powder. They fill and empty containers and start to make marks to promote their early mathematical and literacy development. Older children show delight and enjoyment during imaginary play and act out their own stories to extend their expressive arts and design skills.

Setting details

Unique reference number	EY487661
Local authority	Stockton-on-Tees
Inspection number	10072021
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	12
Number of children on roll	18
Date of previous inspection	17 November 2015

The childminder registered in 2015 and lives in Stockton-on-Tees. She works alongside an assistant. The childminder operates all year round, from 8am to 6pm on Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. She receives funding for the provision of free early education for two-, three- and four-year-old children.

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Piccadilly Gate
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