

Childminder report

Inspection date	5 March 2019
Previous inspection date	12 January 2016

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 is skilled at following children's lead and enhancing their self-chosen play. She encourages children to think about mathematical concepts during their everyday experiences. Children make good progress and show enjoyment in their learning.
- The childminder actively promotes children's good health. Children are independent and have a robust understanding of what it means to be healthy. They take an active part in their own self-care.
- The childminder is a good role model for children. She praises them regularly and helps them to share and be kind. Children's behaviour is very positive and they are well mannered, polite and helpful.
- The childminder has built secure relationships with children and their parents. Parents are very pleased with the information they receive about their children's learning and care. This helps to promote continuity and inclusion.
- The childminder has developed effective ways to work in partnership with other professionals. This helps her to access further support and guidance in order to help to close potential gaps in children's learning.
- During planned activities, the childminder does not sharply focus her teaching to support older children's individual learning goals. This does not challenge them to make rapid progress in every area of their development.
- The childminder has not refined the way she monitors children's progress, particularly in older children's literacy skills.

What the setting needs to do to improve further

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

- focus teaching during planned activities to help older children to make rapid progress towards their individual learning goals
- enhance the existing ways to monitor sharply the progress children make across every area of their learning.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder.
- The inspector looked at written feedback from parents and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of leadership and management is good

The childminder regularly gathers feedback from parents to help her to drive improvements forward. She has recently developed and displays a menu to guide parents in planning healthy meals for children each week. Safeguarding is effective. The childminder has a robust understanding of her responsibility to keep children safe and protect them from harm. For example, she completes regular fire drills so that children know what to do in an emergency. There are robust procedures to follow if the childminder has concerns about children's welfare. The childminder regularly shares and gathers information with a network of other professionals to help her to continually develop her skills in working with children. She is committed to providing good standards of care and learning for children.

Quality of teaching, learning and assessment is good

The childminder demonstrates a thorough knowledge of children's developmental stages and encourages them to make choices about their learning. She prepares an interesting range of resources and is skilled at extending children's play. For example, older children choose to explore the animals in the tray and the childminder challenges them to develop their mathematical skills. Children enjoy showing how many animals they have found and accurately find numerals that represent this amount. The childminder responds when younger children sing to themselves and she develops this into a learning experience to help them to build on their language. Overall, the childminder uses information from her observations of children's play to contribute to assessments of their progress. She uses 'wow' moments when children achieve at home to help her to think about their next steps and involve parents in children's ongoing learning.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and safe environment where children explore and develop their abilities, both indoors and outdoors. She uses the outdoor area to help children develop their physical skills and an understanding of their bodies. For example, children thoroughly enjoy carrying out a range of exercises and use their hands to feel their own heartbeat afterwards. Children show an advanced understanding of what it means to be healthy and they demonstrate high levels of independence. Young children talk about the importance of removing germs from their hands and use the toilet with minimal support. Older children are able to put on their own shoes and coats before going outdoors and can successfully peel fresh fruit at snack time. Parents are particularly pleased with how well the childminder knows their children and how she has helped to develop their self-confidence.

Outcomes for children are good

Children make good progress in relation to their starting points. The majority of children are working in the stages typically expected for their age. However, some children show advanced mathematical skills. Children develop good social skills and are beginning to become confident in new social situations. This helps older children to prepare for the next stage in their learning, such as starting school. Children are motivated to learn and show an interest in developing new skills.

Setting details

Unique reference number	321673
Local authority	Hartlepool Borough
Inspection number	10072864
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 January 2016

The childminder registered in 1992 and is located in Hartlepool. She operates all year round from 8am 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 places for two- and three-year-old children.

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