

Childminder report

Inspection date	13 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 builds strong bonds with the children and supports their emotional well-being. She is very caring, nurturing and highly responsive to their care needs. Children form positive relationships with her and enjoy the attention she gives.
- The childminder uses effective methods to enable her to accurately monitor and assess children's progress. She understands how children learn and is skilled at supporting their interests and development. Children make good progress from their starting points.
- The childminder provides a welcoming, stimulating environment. The playroom is very well equipped with high-quality, carefully chosen resources. Children are able to make choices and develop their independence as they engage in meaningful play.
- The childcare areas are maintained to a high standard. Good hygiene arrangements help to prevent the spread of infection, to promote children's health.
- The childminder makes good use of community facilities to provide additional learning opportunities for children. This enables children to gain valuable social skills in preparation for a successful start at school.
- The childminder does not always make the most of her good partnerships with parents and the other settings children attend to extend learning.
- The current arrangements for professional development do not fully provide opportunities for the childminder to consider how to raise teaching to the highest level.

What the setting needs to do to improve further

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

- enhance the partnerships with parents and the other settings that share children's education, to exchange more information about their achievements, interests and needs
- build on the current arrangements for professional development, so that these focus more specifically on developing an expert knowledge of teaching and learning.

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

Inspector

Lindsey Pollock

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder places the highest priority on keeping children safe. She has a secure understanding of the local procedures to follow should she have concerns about a child's welfare. Rigorous steps are taken to reduce risks both in her home and when she takes children on outings. The childminder evaluates her work to bring about improvements. For example, she looks at different ways to monitor children's development, to ensure she has the necessary information to help them achieve well. She welcomes feedback about her provision from parents and they speak very highly about the care provided for their children.

Quality of teaching, learning and assessment is good

The childminder carefully plans activities that are based on children's interests and the next steps for their learning. As a result, children enjoy play and develop new skills. For instance, a painting activity captures children's attention and helps them to learn about different colours. The childminder helps children to use and understand mathematics. She uses language, such as 'big' and 'small' and supports children to count as they play. Opportunities for children to create, engage in role play and use their imagination are readily available. Younger children happily make 'cups of tea' and care for their 'babies'. As they get older, they design and make impressive vehicles from recycled materials. The childminder supports children's language and communication skills very well by using careful questioning and introducing new language. She successfully uses resources, such as books, to promote children's speech and understanding.

Personal development, behaviour and welfare are good

The childminder places a strong focus on promoting children's well-being. She gives children lots of attention, which helps them to feel safe and secure. She is a positive role model for children and provides them with praise to boost their confidence in their own abilities. Behaviour is managed in a consistent, calm manner. The childminder encourages children to be kind to one another and to respect differences. As a result, children behave well and build positive relationships. Children gain a good understanding of personal safety. For example, the childminder teaches them how to use equipment, such as scooters, safely and talks to them about road safety. Lots of opportunities are provided for outdoor play. Children engage in energetic play in the childminder's well-resourced garden and when they visit community facilities, such as the park. This successfully promotes children's health and physical development.

Outcomes for children are good

Children gain the skills that prepare them well for the next stage of their learning and their eventual move on to school. They are confident, keen to learn and increasingly independent. Their manipulative skills are developing well and they successfully use tools, such as paintbrushes and chinks. This helps to develop their skills for future writing. They listen with interest and engage in the storytelling when the childminder reads to them. For example, they count, repeat words and name the different types of fruit that the hungry caterpillar eats as they listen to one of their favourite stories.

Setting details

Unique reference number	EY543146
Local authority	Stockton-on-Tees
Inspection number	10092087
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Norton. She operates her provision from 8am to 6pm, Monday to Friday, term time only.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

