

# Childminder report

<b>Inspection date</b>	18 March 2019
Previous inspection date	21 June 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 enhancing children's play. She encourages children to choose where they would like to learn and extends their knowledge using their areas of interest. Overall, children show enjoyment in their experiences and make good progress.
- The childminder has developed secure bonds with babies and older children. They seek her interaction and go to her for cuddles and reassurance. Children show that they feel safe with the childminder and develop good levels of self-confidence.
- The childminder has developed effective partnerships with children's parents. She gathers and shares information about children to keep parents fully informed. Parents leave extremely positive feedback for her and state that they are 'thoroughly happy' with the level of care their children receive.
- The childminder maintains clear and consistent expectations for children's behaviour. Young children show an awareness of the boundaries and begin to learn how to share, take turns and be kind to each other.
- The childminder has developed effective ways to help children prepare for the next stages in their learning, such as starting school. She works in partnership with teachers and uses activities which help children to learn about their new setting.
- The childminder has not considered the impact of background distractions on children's levels of engagement in their learning.
- The childminder does not provide older children with opportunities to develop their independence further, for example, by participating in their own self-care routines.

## What the setting needs to do to improve further

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

- reduce background distractions, such as the television, to help children to fully engage in their play and learning
- encourage older children to begin to take a more active part in their own self-care, to promote their independence even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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, including evidence of the childminder's suitability to work with children. She discussed children's learning, assessment and planning with the childminder.
- The inspector obtained written feedback from parents and took account of their views.

#### Inspector

Michelle Lorains

## Inspection findings

### Effectiveness of leadership and management is good

The childminder is committed to evaluating and developing her practice, and providing good-quality care for children. For example, she shares new ideas with a network of other professionals and has recently reflected on and improved her assessments of children's progress. This has helped her to share more precise information with parents and carefully monitor children's development. Safeguarding is effective. The childminder has focused her training on heightening children's safety and has developed emergency procedures for trips and outings. She has robust procedures to follow if she has concerns about children's welfare. The childminder is confident to identify potential indicators of radicalisation and knows how to act swiftly if she suspects signs of female genital mutilation.

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

The childminder understands how to help children learn through their play. She provides a good range of resources for children to choose from and extend their learning. For example, babies enjoy exploring the light and sound toys and shape sorters. The childminder challenges children to develop early problem-solving skills and physical skills as they play with the different shapes. Older children experiment with different sized cars to see if they will go down the tunnel. The childminder asks open questions and helps children to develop their understanding of mathematical language as they describe the cars as being 'too big'. She uses her observations of children's play to help contribute to their progress assessments. The childminder shares these with parents and other professionals, including school teachers. This helps to promote continuity in children's learning.

### Personal development, behaviour and welfare are good

Children are happy, settled and secure. The childminder meets children's individual care needs sensitively and effectively. For example, she ensures that young children can use their comfort items and settle down to have their nap when they are ready. Older children are gently encouraged to think about beginning toilet training. This has a positive impact on children's emotional well-being and promotes inclusion. The childminder ensures children have daily access to fresh air and exercise. She often takes them to the local park and toddler groups to help develop their social and physical skills. The childminder provides children with fresh fruit at snack time and they have access to water to drink throughout the day. This helps to promote their good health.

### Outcomes for children are good

Children make consistently good progress in relation to their starting points in learning. They are working within the stages typically expected for their age. Older children show an interest in early mark making and enjoy using their fingers to draw lines and spots. This helps them to begin to develop some of the skills they need for starting school. Young children develop good language skills and show confidence in new social situations. They are keen to persevere and develop new skills.

## Setting details

<b>Unique reference number</b>	EY435046
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10074938
<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>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	21 June 2016

The childminder registered in 2011 and lives in Ingleby Barwick. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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