

Childminder report

Inspection date	19 March 2019
Previous inspection date	11 April 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 responsive to children's learning needs and enhances their development through their play. She engages and interacts with them consistently. Children are keen to explore and participate in experiences and make good progress, particularly in their mathematical development.
- The childminder promotes children's good health and encourages them to take an active part in their own self-care. Older children show good levels of independence. They can dress themselves in role-play costumes and wash their own hands before eating fresh fruit for snack.
- The childminder uses detailed observations of children's play to help her complete thorough assessments of their progress. This helps her to swiftly identify areas of potential delay to focus her teaching on closing gaps in learning.
- The childminder has developed good relationships with children's families. She regularly shares information about children's ongoing learning and provides activities for children to take home. This helps parents to feel involved and promotes continuity.
- The childminder prioritises children's safety. She completes extensive risk assessments and supervises young children very carefully. Older children show an understanding of how to be safe outdoors and their behaviour is exceptional.
- During planned activities, the childminder does not provide enough time for children to fully extend all of their emerging skills.
- The childminder does not regularly gather feedback from parents and children to help her evaluate the overall effectiveness of the provision and drive continual improvements.

What the setting needs to do to improve further

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

- allow children more time to fully develop their skills during planned activities to help them make rapid progress in every area of learning
- extend ways to gather even more feedback from parents and children to help drive improvements forward and strive towards excellence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 has good knowledge of the requirements of the early years foundation stage and is committed to providing good standards of care and learning for children. The childminder regularly updates her skills and knowledge to work with children. For example, she has enhanced her awareness of the possible indicators of wider safeguarding issues and developed robust procedures to follow if she suspects this. Safeguarding is effective. The childminder helps children understand what to do in emergency situations. For example, they complete fire drills on a monthly basis. The childminder has established effective partnership working with other settings children attend, such as school. She gathers and shares information about children's activities using a weekly 'learning log'. This helps her to promote continuity for children.

Quality of teaching, learning and assessment is good

The childminder understands how to use observations of children's play to provide experiences which help them make good progress. For example, she responds to older children's interest in growing and planting, and prepares an activity with seeds and cress. Children talk excitedly about how they will need to care for their plant and have a good understanding of how things grow and develop over time. Babies thoroughly enjoy walking around the garden and developing their physical skills. They begin to negotiate small risks, such as the small step, and the childminder praises them for their achievements and perseverance. The childminder shares photographs and observations of children's play and learning with their parents using a journal. They are very happy with the communication they receive and feel part of children's ongoing development.

Personal development, behaviour and welfare are good

Children have secure bonds with the childminder and show they feel safe with her. She uses regular praise and provides a warm, happy environment. This has a positive impact on children's emotional well-being. Parents are very happy with the care children receive and describe the setting as a 'home-from-home environment'. The childminder gathers information about children's individual routines and requirements and uses this to meet specific needs, such as food allergies. This helps her to promote inclusion. The childminder ensures children have opportunities to visit their local community and learn about other people in the world. Children attend a range of toddler groups with the childminder and develop good levels of confidence and social skills.

Outcomes for children are good

Children show enjoyment in their activities and demonstrate very good levels of focus and concentration. They make good progress in all areas of learning and most children are working within the stages of development typically expected for their age. Older children have advanced personal, social and emotional skills and show patience and kindness towards babies. They are prepared for the next stages in their learning, including starting school. Babies are confident explorers and develop good physical skills.

Setting details

Unique reference number	EY439878
Local authority	Stockton-on-Tees
Inspection number	10075031
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 April 2016

The childminder registered in 2012 and lives in Norton Village, in Stockton-on-Tees. She operates all year round from 7.30am to 4pm, Monday to Friday, except 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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