

Childminder report

Inspection date	28 March 2019
Previous inspection date	18 February 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 responding to their interests during their play. Children show excitement as they explore the well-prepared activities and persevere to develop new skills.
- Children show that they feel safe with the childminder and have developed secure bonds with her. The childminder is sensitive to children's care needs and offers support when they show concern about unfamiliar people. This has a positive impact on their emotional well-being.
- Children's behaviour is very positive and they show confidence in their own abilities. The childminder has clear boundaries and high expectations. She uses praise to help children understand what they have done well and encourages them to take pride in their achievements.
- The childminder has developed positive relationships with children and their families. She gathers parents' views to help her evaluate her provision. Feedback from parents is positive and they are very happy with the care that their children receive.
- The childminder is dedicated to providing good standards of care and learning for children. Since the last inspection, she has reflected on areas for development and made positive improvements.
- On occasion, the childminder does not provide young children with enough time to think and respond to her learning prompts. This does not help children to fully extend their language skills.
- The childminder has not reflected on ways to extend her knowledge to raise the quality of her teaching to help children make rapid progress and achieve the highest outcomes.

What the setting needs to do to improve further

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

- help young children develop their speech and language further and provide time for them to think carefully about their responses
- enhance the programme of professional development, to raise the quality of teaching to an outstanding level.

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, 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 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 a thorough understanding of children's developmental stages. She completes regular assessments of children's learning, to help identify any gaps in their development. For example, she has recently focused on supporting young children to build confidence in new social situations. This has had a positive impact on children's personal, social and emotional development. The childminder is part of a group of childcare professionals. Overall, she regularly gathers and shares ideas about good practice to help her maintain an up-to-date knowledge to work with children.

Safeguarding is effective. The childminder effectively uses her partnerships with schools and parents to share information to help keep children safe online. She has a thorough understanding of how to seek advice and report concerns about children's welfare.

Quality of teaching, learning and assessment is good

The childminder uses her knowledge of children's interests to prepare activities, which excite them from the start of their play. Outdoors, young children delight in splashing with water and experimenting with filling and emptying pipes and funnels. The childminder encourages them to develop their understanding of how things work and uses mathematical language as they play. Children show enjoyment in their learning and persist in activities of their choosing. The childminder gathers information from parents about their children's current stages of development when they first start. She uses this to create baseline assessments and plan challenging next steps in their learning. The childminder observes children's ongoing learning and shares this with parents regularly. This helps them to feel included in children's learning.

Personal development, behaviour and welfare are good

The childminder is highly responsive to children's care needs and knows them very well. For example, she knows how to distract children while she swiftly changes their clothes. Children have high levels of independence and are confident to communicate their wishes to the childminder. For example, young children indicate they want to put on their own hats and zip up their own coats and successfully do this without support. The childminder provides a warm, caring and safe environment for children. She completes regular risk assessments to identify potential hazards and children practise emergency procedures, such as fire drills. This helps children to know how to keep themselves safe. The childminder regularly takes children into the local community to enjoy the fresh air, exercise and develop social skills in toddler groups. This helps them to become aware of other people in the world around them and promotes their good health.

Outcomes for children are good

Young children make rapid progress in their personal, social and emotional development. They show emerging levels of self-confidence and begin to interact and engage with others in new situations. Overall, children are working in the stages typically expected for their age. They develop the skills that they need to start school from an early age. Children are motivated to learn and willing to participate in activities.

Setting details

Unique reference number	EY475155
Local authority	Stockton-on-Tees
Inspection number	10075753
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	18 February 2016

The childminder registered in 2014 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. The childminder offers funded early education for two-, three- and four-year-old children.

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

