

Childminder report

Inspection date	28 March 2019
Previous inspection date	25 September 2015

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

- Children settle very quickly and demonstrate a strong sense of belonging. They develop close bonds with the childminder and her assistants that help them to feel safe and secure. This helps to promote children's emotional well-being effectively.
- Partnerships with other settings that children attend are well established. An effective two-way flow of information helps to provide a consistent approach to meeting children's care and learning needs.
- Children make good progress. They are independent learners who make choices and lead their own play with confidence. Children are keen to participate and eagerly share their experiences with their friends.
- Parents are very pleased with the services that the childminder provides. They commend her for her kindness and empathy and for 'always putting the children first'. Parents appreciate how the childminder adheres to their wishes and involves them in plans for their children's learning.
- The childminder has a good knowledge of the learning and development requirements. She observes children during their play to help her to assess and monitor the progress they make in their learning. However, she does not consistently use her findings to focus plans as precisely as possible on what children most need to learn next.
- The childminder understands the different ways that young children learn. She provides activities that, generally, appeal to children's interests and encourage them to take part in learning experiences. However, she does not provide consistent opportunities for children to explore and investigate during their play.
- The childminder does not consistently help children to develop a deeper understanding of how to keep themselves safe.

What the setting needs to do to improve further

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

- make even better use of observations and assessments to focus teaching more precisely on what children most need to learn next and help them to make the best possible progress across all areas of learning
- extend the opportunities children have to explore and investigate during their play
- help children to develop a deeper understanding of how to keep themselves safe.

Inspection activities

- The inspector viewed all areas of the childminder's home that are used for childminding.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection. She looked at a range of documents, including evidence of the suitability checks carried out on people living and working at the address.
- The inspector evaluated an activity alongside the childminder.
- The inspector spoke to children at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.

Inspector
Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows what to do if she is concerned about a child's welfare. Effective arrangements are in place to support her childminding assistants. The childminder encourages them to build on their knowledge and skills and shares information with them from the range of professional development opportunities that she accesses herself. This contributes to ongoing improvements to teaching. For example, the childminder and her assistants have extended their knowledge of how to support children's language development, which has helped children to make better progress in this area of learning. The childminder gathers the views of parents, children and her assistants to help her to evaluate and develop her practice. She is currently reviewing the methods used to share information about children's learning with parents following feedback and suggestions from them.

Quality of teaching, learning and assessment is good

Children's imaginative skills are extremely well supported. The childminder becomes very involved in their pretend play, offering suggestions, posing skilful questions and encouraging their ideas. For example, pre-school children eagerly take on the role of cafe owners and create sandwich fillings in the play kitchen. Babies benefit from space and opportunities to pull themselves up and take their first steps as they develop their physical strength and abilities. They learn how to stack objects such as cups, copying the childminder when she patiently demonstrates and supports them to succeed. Younger children demonstrate a love of stories and songs, which contributes to their good progress in language development and literacy. The childminder encourages this well, for example, by reading and singing to them with enthusiasm.

Personal development, behaviour and welfare are good

Children benefit from plenty of fresh air and exercise that helps to promote their good health. Older children demonstrate an emerging awareness of healthy eating. They chat about how fruit is good for them and that biscuits should just be a treat. The childminder offers children plenty of praise that helps them to develop high levels of self-esteem. For example, children exclaim, 'I am a superstar' when they complete an activity successfully. Children demonstrate that they feel safe and secure. For instance, babies crawl onto the childminder's lap for comfort and reassurance. The childminder has a positive approach to managing children's behaviour and offers them gentle reminders to be kind. They respond well to consistent boundaries and show respect and concern for others. The childminder promotes children's independence effectively. Children capably manage their clothing and shoes, and enjoy the responsibility of tasks such as tidying the room.

Outcomes for children are good

Children achieve the levels of development that are typical for their age. They develop skills in literacy that help to provide a secure foundation for later learning. Older children enjoy card games that help them to become familiar with letters, numbers and shapes. Younger children copy patterns the childminder has prepared, which helps them to develop pencil control. Babies make particularly good progress in their personal, social

and emotional development, which helps them to become keen and confident learners.

Setting details

Unique reference number	EY457936
Local authority	Stockton-on-Tees
Inspection number	10072020
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	12
Number of children on roll	16
Date of previous inspection	25 September 2015

The childminder registered in 2015 and lives in Billingham, Cleveland. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She employs one full-time assistant and a second assistant who supports her on occasion.

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