

Childminder report

Inspection date	28 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is incredibly supportive of the children and their families. Parents say her advice, support and feedback has been invaluable. They comment that her loving care provides their children with stability and allows their children to thrive.
- Children have an excellent understanding of how they can keep themselves safe. During the inspection, they handled knives with excellent control for their age. They talk confidently about how they can keep themselves safe outside.
- The childminder has a very good relationship with parents. She has worked very hard to find ways to establish a successful and consistent partnership approach to supporting children's learning. Parents report that they are kept well informed about what their children are doing.
- The childminder's self-evaluation is accurate. She has identified clear areas for improvement, and seeks and acts on the views of parents and children. For example, following feedback from parents, she has reviewed her arrangements for children sleeping.
- Children make better than good progress in their communication and language. They communicate confidently and ask lots of questions to find out about why things happen.
- The childminder is keen to strengthen her own knowledge and skills. Her professional development is targeted to strengthen children's learning further. For example, she has recently attended training on developing children's early writing skills.
- The childminder does not always use her assessments to identify precisely what children need to learn next to provide the highest levels of support and challenge.
- Children do not make as rapid progress in early mathematics because the childminder does not consistently build on all opportunities to strengthen children's counting skills.

What the setting needs to do to improve further

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

- identify and build on what children need to learn next and provide consistently high levels of support and challenge
- make better use of all opportunities to strengthen children's counting skills and help them make more rapid progress.

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

Inspector
Elizabeth Fish

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a range of detailed policies and procedures which underpin her practice well. She regularly reviews her safeguarding knowledge and ensures she has a very good knowledge of signs and symptoms that may indicate possible abuse to children. She knows who to contact should she have any concerns about a child's welfare. The childminder monitors children's learning and identifies areas where further support is needed. She takes effective action, overall, to help close any gaps in achievement.

Quality of teaching, learning and assessment is good

The childminder knows children well. She notices what they are interested in. She uses her knowledge and skills to provide a range of resources to ignite children's interest and enthusiasm. For example, she provides a range of writing materials outside, such as sticks and brushes. This helps to support the writing skills of children who prefer to learn outdoors. The childminder is particularly skilled at enabling children to develop their own play scenarios. For example, she allows children the time and space to follow their own ideas, providing resources to extend their play. Children concentrate well as they engage in imaginary play situations. They demonstrate this as they develop their pretend play scenarios, such as doctors or vets, over several days. Children enjoy listening to stories. They confidently select books from the easily accessible book corner to read.

Personal development, behaviour and welfare are outstanding

Children thrive in this welcoming and home-from-home environment. They enthusiastically select resources and develop their own play. The childminder knows children extremely well. She obtains highly detailed information about children's care and learning needs when they first start. Children behave exceptionally well for their age. The childminder takes time to explain her rules and children respond swiftly when she reminds them of her expectations. For example, children quickly took off their wet boots when the childminder explained that they may slip on the floor. The childminder places a high priority on healthy lifestyles. Children enjoy lots of fresh air and exercise as they visit the park or plant seeds in the garden. The childminder emphasises healthy eating. She is highly successful in encouraging children try a range of foods. Strategies such as involving children in cooking their own meals, encourage children to try vegetables. Young children eagerly munch on pepper as they wait for their food to cool.

Outcomes for children are good

All children, including those in receipt of funded early education, make good progress. Older children begin to draw and give meaning to their marks. They recognise some of the letters in their names and attempt to write them. Children learn how to use a range of tools, such as knives, with good control. They can operate simple electronic equipment. They confidently select resources and combine them together to develop their play further. Children confidently look at and talk about the illustrations in books. They develop a good range of skills to support them in their future learning.

Setting details

Unique reference number	EY501431
Local authority	Sunderland
Inspection number	10089830
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 - 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Grangetown, Sunderland. She operates for 48 weeks of the year from 8am to 5.30pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides 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

