

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 30 April 2019 |
| Previous inspection date | 19 May 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 teaching children of different ages and stages of development. She shares her attention to ensure that children are challenged and supervised effectively. Children show enjoyment during activities and make good progress.
- The childminder helps older children to develop the skills they need in preparation for starting school. Children have very good mathematical awareness and use numbers accurately throughout their activities. They have good levels of self-confidence and manage their care needs independently.
- The childminder is a very good role model for children and uses specific praise to support and guide them throughout their day. Older children are exceptionally well mannered and consistently show kindness to young children.
- The childminder has developed good partnerships with children's school teachers. She has developed effective ways to share information about children's observations and assessments. This helps to promote continuity of learning for children.
- The childminder regularly gathers feedback from parents to help her evaluate her setting. She has developed thorough action plans to help her drive forward improvements and strive towards excellence.
- On occasion, the childminder does not fully support young children to develop their exploratory skills or express themselves creatively.
- During unplanned experiences, the childminder does not encourage older children to fully extend and engage in their learning before moving on to the next activity.

## What the setting needs to do to improve further

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

- provide young children with further opportunities to develop their sensory play and exploration during planned activities
- consider the length of time older children need to fully engage in their learning and develop new skills, particularly during self-chosen activities outdoors.

### 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 of an activity 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 shows a commitment to providing good standards of care and learning for children. She completes regular risk assessments and fire drills to help ensure children's safety. Safeguarding is effective. The childminder accesses regular training to refresh her knowledge of wider child protection issues and update her policies. She has robust procedures to follow if she has concerns about children's welfare. The childminder carefully monitors the progress children make across all areas of their learning. She regularly shares assessment information with parents and uses this to help identify any gaps in their development to focus on. Feedback from parents is positive. They are pleased with the care their children receive and say that the childminder provides 'a safe and fun environment' for children.

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

Overall, the childminder has a good understanding of how to help children learn and develop. She uses observations of children's activities to help plan challenging next steps which help them to make good progress. For example, during planned experiences older children thoroughly enjoy working creatively to paint suncatchers. They demonstrate high levels of focus and concentration. The childminder extends this by encouraging children to add fine detail and develop their small-physical skills to promote their early writing abilities. Young children enjoy being outdoors and use the physical play equipment to develop steady walking skills. They delight in catching the bubbles and develop social skills as they play peek-a-boo in the playhouse.

### Personal development, behaviour and welfare are good

Children have secure bonds with the childminder and clearly enjoy spending time with her. They seek her out to engage with them in their self-chosen play and show that they feel safe in her care, particularly in new social situations. The childminder gathers information from parents to help her get to know children before they start. This has a positive impact on children's emotional well-being and helps her to meet their individual needs. The childminder prepares the indoor and outdoor environments effectively for children to access stimulating resources and benefit from the fresh air. She uses opportunities to teach children about being safe and healthy. For example, older children carefully push the swing for the younger children and the childminder explains how they might feel if this goes too high.

### Outcomes for children are good

Children are motivated to learn and are keen to join in with new activities. They make good progress in relation to their starting points in learning and are working in the stages of development typically expected for their age. Children have high levels of self-esteem and show confidence in their own abilities.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY431249  |
| <b>Local authority</b>             | Stockton-on-Tees  |
| <b>Inspection number</b>           | 10074856  |
| <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>       | 1 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 4   |
| <b>Date of previous inspection</b> | 19 May 2016   |

The childminder registered in 2011 and lives in Stockton-on-Tees. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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