

Childminder report

Inspection date	2 May 2019
Previous inspection date	24 June 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 accurately observes children's learning and closely monitors their progress. She regularly gathers information from parents and ensures that they are kept well informed about their children's development. This effective partnership contributes to the good progress that children make in their learning.
- The childminder actively encourages children to eat nutritious food, follow good personal hygiene routines and take part in physical exercise. This helps children to learn about healthy lifestyles.
- Children behave well. They are familiar with the expectations and boundaries. They respond positively to the childminder's gentle and consistent approach.
- The childminder has a good understanding of children's individual care needs. She establishes regular sleeping and feeding times that complement their home routines. Children form secure attachments with the caring childminder and they settle very quickly into her home.
- The childminder does not use her evaluation process well enough or involve parents more fully to identify areas for improvements, to raise the quality of her provision to an even higher level.

What the setting needs to do to improve further

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

- focus self-evaluation more sharply on involving parents and identifying ways of raising the overall quality of the provision 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 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

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

The childminder makes the most of opportunities to develop her skills and knowledge. For example, she works closely with other childminders to identify training and share good practice. Parents appreciate the childminder's support and value making use of her extensive experience and expertise. Safeguarding is effective. The childminder has recently attended a range of safeguarding courses, which has helped to consolidate her understanding of how to keep children safe. She knows who to contact should she have any concerns about a child's welfare. The childminder checks the areas of her home used for childminding thoroughly before children arrive and carries out risk assessments before taking children on outings. This, alongside her close supervision of children, helps to minimise hazards and keep children safe.

Quality of teaching, learning and assessment is good

The childminder has a good awareness of young children's communication and language abilities. She recognises that they have an excellent understanding of what is said to them. Children demonstrate this as they respond to her questions and things that she says using body language. The childminder knows that children understand, even if they are too young to respond through talking. With this in mind, she continually talks to children, telling them what she is doing and asking them to make choices. Young children are beginning to use a range of sounds and noises as they play, echoing the speech patterns of the childminder. Children are developing good control of their physical skills. They pull apart linking bricks and use their finger and thumb to pick up smaller toys from the floor. The childminder observes children to identify their next steps in learning effectively.

Personal development, behaviour and welfare are good

The childminder works hard to ensure that children are happy and secure in her care. She offers a settling-in procedure that meets their individual needs. The childminder spends time obtaining information from parents about their children's personal care needs and routines. She ensures that these are followed at all times. The childminder helps children to become independent. The layout of her home enables children to freely make choices about where they wish to play. Children are encouraged to do things for themselves, such as knowing where to find a tissue to wipe their nose. They have lots of opportunities to learn about the wider world during regular outings in the community.

Outcomes for children are good

Children make good progress and are well prepared for school and nursery when the time comes. They show high levels of independence and are developing good personal, social and emotional skills, such as when they attend toddler groups. Children show enthusiasm in their learning and are keen to participate in activities with the childminder. They show confidence in their own ability and thrive on the consistent praise they receive.

Setting details

Unique reference number	312751
Local authority	Redcar and Cleveland
Inspection number	10072832
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 June 2016

The childminder registered in 1987 and lives in Redcar. She operates all year round from 7am to 6pm, Monday to Friday, except for 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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