

Childminder report

Inspection date	12 June 2019
Previous inspection date	25 August 2015

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder supervises children exceptionally well and provides a very safe and stimulating environment for their play. She supports children to have plenty of adventures while learning to keep themselves safe.
- Children behave extremely well in relation to their ages. The childminder is an excellent role model. Children show enormous respect and kindness for each other.
- The childminder evaluates her practice and demonstrates a strong commitment to improving outcomes for all children. She carefully monitors their progress and identifies and addresses any gaps in learning. All children make good progress.
- Children benefit from a wealth of outdoor play and trips to places of local interest. They find out a great deal about the world around them and their wider community.
- The childminder provides a superbly warm and welcoming environment for children. She forms marvellously strong attachments with children and provides flexible support for their families. Children are very happy, settled and confident.
- The childminder helps children to develop a strong awareness of the similarities and differences between themselves and others. She guides children to learn about different cultures and traditions through discussions and a variety of activities.
- At times, the childminder does not give children enough time to think creatively and respond to the questions that she asks.
- The professional development programme has recently been refocused on improving teaching further. However, this new knowledge is not yet fully incorporated into practice.

What the setting needs to do to improve further

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

- enhance opportunities for children to think and respond to questions, to help them to develop their thinking and speaking skills to even higher levels
- continue to embed knowledge from professional development into teaching practice to raise standards yet further.

Inspection activities

- The inspector observed the quality of teaching during activities and the impact of this on children's learning.
- The inspector jointly evaluated an activity with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including evidence of the suitability of adults living and working at the premises.
- The inspector took into account the views of parents expressed in written feedback.

Inspector

Cathryn Clarricoates

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of how to protect children from harm. She understands the signs and symptoms of abuse and how to report any concerns. The childminder has effective systems in place to maintain a two-way flow of information with parents. This includes gathering information about children's learning at home. The childminder works closely in partnership with parents to promote effective continuity in children's learning and care. Parents say that communication is excellent and that the childminder gives children the best experiences possible. The childminder welcomes the support of local authority advisers and other early years professionals to help enhance her practice.

Quality of teaching, learning and assessment is good

The childminder recognises when children are keen to continue with their play and allows them time to focus on their chosen activities. She supports children in extending their imaginative skills. For example, the childminder encourages children to select from a range of different-coloured water, glitter and jelly shapes to add to their cauldrons when making 'magic potions'. Children spend significant amounts of time exploring a range of exciting resources, including leaves, petals, pasta, rice and cornflour, using all of their senses. They listen to the sound that the dry materials make when they are poured and feel what happens to the flour when it is added to liquid. The childminder encourages children to use simple tools safely, such as scissors, tweezers, syringes and knives, to help enhance their small-muscle skills.

Personal development, behaviour and welfare are outstanding

Children have a very clear understanding of the childminder's expectations. For example, they know that they must not run or shout loudly in the childminder's home. Children use impressively polite manners, saying 'please' and 'thank you' to the childminder and each other. The childminder supports children extremely effectively to learn to share and take turns. Children show a powerful sense of belonging in the childminder's care. Photographs of children and their families are prominently displayed in the playroom alongside children's self-portraits. This helps children to feel highly valued. Children are exceptionally helpful towards each other. They manage their self-care routines very well, including washing their hands thoroughly before eating. Children enjoy their wonderfully sociable mealtimes. They chat eagerly about the fruit that they like and happily try different foods. Children have daily opportunities for fresh air and physical exercise and delight in learning outdoors.

Outcomes for children are good

Children are developing the skills and attitudes that they need for their future learning and eventual move on to school. They demonstrate strong listening and attention skills during story time. Children join in with refrains and anticipate words. They try out their early writing skills, for example, when starting to form some letters of their names. This helps them to develop their early literacy skills. Children practise their early mathematical skills as they confidently count and recognise numbers and quantities.

Setting details

Unique reference number	EY343664
Local authority	Hartlepool Borough
Inspection number	10106486
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	7
Date of previous inspection	25 August 2015

The childminder registered in 2006. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3. She provides funded education for two-year-old children.

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