

Childminder report

Inspection date	13 June 2019
Previous inspection date	15 October 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder provides a stimulating learning environment. Her teaching is rooted in a good overall knowledge of how young children learn. Children make good progress in their learning.
- Strong partnerships with other early years settings children attend, including local schools, ensure a consistent approach to supporting children's individual needs.
- Children are supported well when the time comes for them to start school. The childminder has recently attended training and has reviewed how she helps children with this transition.
- Good arrangements to monitor children's progress help the childminder to identify areas where children may require additional support, to narrow any possible gaps in their learning.
- The childminder helps children to develop a good understanding of the expectations within her home. Children behave well.
- Children's physical needs are met very well when they return indoors from playing in the wet weather. The childminder gives them dry clothing and a snack before settling them down for a rest, if required.
- The childminder does not consistently build upon and extend children's emerging skills when supporting their play in order to help them make even more progress in their learning.
- Information gathered from parents about children is not sufficiently focused on children's skills and what they already know and can do when they first start attending.

What the setting needs to do to improve further

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

- strengthen information gathered from parents about children's learning on entry to better inform baseline assessments and promote more rapid progress from the outset
- build upon children's emerging skills even more effectively as children play to support them to make greater progress in their learning.

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
Nicola Jones

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection issues and knows who to contact should she have any concerns about a child's welfare. She is aware of wider safeguarding issues within her local area and accurately describes the signs or symptoms that may indicate a child is at risk of harm. The childminder's home is safe. Children access a well-maintained garden area which is secure and where the childminder completes ongoing risk assessments to ensure their safety. The childminder reviews and reflects upon many aspects of her provision. This helps her to identify areas where improvements could be made. She actively seeks the views of parents who are delighted with the quality of service provided. They make written comments, such as, 'You go above and beyond to create a fun, educational, happy and loving environment for all children in your care.'

Quality of teaching, learning and assessment is good

The well-qualified childminder supports children's learning and development well, overall. She builds upon their interests well as they play. For example, she adds bubble bath to a large water tray outside when children show an interest in making bubbles. Children respond enthusiastically and jump up and down in the water to create even more. Children's communication skills are developing well. The childminder makes very good use of resources she has created herself to support this. For instance, children show a keen interest in a book the childminder has created with photographs of children during play. Children look at the images and talk about previous activities and experiences they have enjoyed. The childminder extends their skills even further by asking effective questions and making comments.

Personal development, behaviour and welfare are good

Children receive high levels of care in the childminder's home, which is warm and welcoming. She greets children and their parents when they arrive and spends time finding out any pertinent information since she last saw them. Children settle quickly to their play and develop strong relationships with the childminder and other minded children. They show high levels of confidence and are motivated to explore the wide range of resources provided for them indoors and outdoors. For instance, children show great interest in feeding the birds in the garden and help each other with the task. Older children show their younger peers how to take a handful of seeds and place it in the bird feeder.

Outcomes for children are good

Children make good progress in their learning. The skills and knowledge they develop supports them well for the next stage of their learning, including school. Children enjoy exploring and investigating. They use their hands and feet to explore the water tray and enjoy using the outdoor tap to fill up their buckets. Children experiment with chalks and make marks on the ground. Older children draw shapes, such as circles, after watching how the childminder does this.

Setting details

Unique reference number	EY426919
Local authority	Stockton-on-Tees
Inspection number	10066106
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	15 October 2015

The childminder registered in 2011 and lives in Thornaby, Stockton-on-Tees. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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

