

# Childminder report

<b>Inspection date</b>	26 June 2019
Previous inspection date	8 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 warm, welcoming and homely environment where children show that they feel happy and safe. She forms close bonds with children and is responsive to their individual needs.
- The childminder encourages children to have a go and regularly praises them for their efforts and achievements. This helps to build children's confidence in their abilities and supports their emotional well-being.
- Children behave very well. The childminder is a positive role model with clear expectations for good behaviour. She speaks kindly to children and helps them to learn about being helpful and polite, sharing and taking turns.
- The childminder gives an ongoing commentary and explanations for children while they play. This supports the development of children's growing vocabulary and speech. All children make at least typical progress for their age.
- Children enjoy a variety of outings into the community, including trips to the forest, museums, parks and soft-play groups. They learn to mix with other children and find out about the wider world around them.
- Although partnerships with parents are good overall, the childminder does not consistently collect and use information about children's abilities when they start.
- The childminder does not sharply focus her professional development programme on raising the quality of teaching in order to better support the best outcomes for children.

## What the setting needs to do to improve further

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

- ensure that information is collected from parents and used from the outset to inform specific planning for children's learning
- strengthen the professional development programme to help to raise the quality of teaching and children's achievement to an outstanding level.

### Inspection activities

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

#### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have completed further child protection training. The childminder demonstrates a secure and up-to-date knowledge of safeguarding matters. This includes wider issues. The childminder is alert to signs of potential abuse. She knows what to do if she has concerns about a child's welfare. The childminder reviews her risk assessments annually and carries out daily checks to help to ensure that the premises are safe. Parents comment that the childminder is happy and bubbly and that she offers rich and varied experiences. They value the regular feedback that the childminder gives them about their children's progress and development. The childminder reflects on her practice and takes account of the views of parents and children when making any decisions to improve her provision. She supervises her assistant effectively for his occasional role.

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

The childminder encourages children of different ages to learn using all of their senses. For example, as children create their own musical instruments, she talks about what they can see, hear and feel. She provides children with a choice of tools, such as tweezers, funnels and scoops. Children explore and investigate how to fill their empty plastic bottles with rice, lentils and pasta. They practise their dexterity and creativity skills as they decorate the 'shakers' with brightly coloured stickers. Young children use their fingers to pick up the small pieces of food. Children develop an enjoyment of books and delight in singing their favourite nursery rhymes. This supports the development of their early literacy skills well. Younger children join in with the actions and babble to the tunes. The childminder provides fun resources, such as a large cardboard box, to stimulate children's imaginative skills. Children climb inside and pretend that they are flying to the moon.

### Personal development, behaviour and welfare are good

The childminder enables children to explore their environment freely and make independent choices in their play. She makes sure that she knows children's care needs and routines from the start. The childminder tailors settling-in periods for individual children. She is sensitive to the needs of children, such as knowing when they need a nap. Children approach the childminder for cuddles and show that they feel secure. The childminder supervises children closely as they learn to manage risks. For example, they learn about road safety. Children understand the simple rules and boundaries that help to keep them safe. They enjoy nutritious snacks and meals and follow good hygiene routines.

### Outcomes for children are good

Children make good progress and are well prepared for their future learning and the eventual move to school. They are confident and motivated learners. Children form firm friendships and learn about the similarities and differences between themselves and others. This helps them to develop their social skills and respect for others. Children gain good independence skills and willingly help with small tasks. They ask for the tidying-up song and pick up resources after activities.

## Setting details

<b>Unique reference number</b>	EY333102
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10106474
<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 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	8 July 2015

The childminder registered in 2006 and lives in Hartlepool. She occasionally works alongside her husband who is registered as her assistant. The childminder operates all year round from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

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