

Childminder report

Inspection date

16 July 2019

Previous inspection date

6 December 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 works closely with parents from the start. She collects very detailed information about children's interests, stages of development and care needs.
- The childminder tailors her settling-in procedures to the individual needs of each child and their family. Parents speak highly of the childminder and the service she provides.
- Children make good progress in their learning and development. The childminder observes children as they play and completes accurate assessments of their learning. Planning for children's future learning is based on what they need to learn next.
- Children are extremely happy and confident in the childminder's care. She is loving, caring and highly attentive to their individual needs. Children form very strong bonds with the childminder. This helps to promote their emotional security and well-being exceptionally well.
- The childminder has met the requirements of her last inspection as she has accessed 'Prevent' duty training to help develop her understanding of how to keep children safe from radicalisation and extreme behaviours.
- Children have many opportunities to develop their physical skills. For instance, they regularly play in the childminder's garden and have visits to the local park.
- The childminder does not consistently encourage children's self-care skills before eating.

What the setting needs to do to improve further

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

- support children to develop their self-care and hygiene skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of suitability of all adults living in the household.
- The inspector took account of the written views of parents.

Inspector
Denise Charge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to identify and report any concerns about the welfare of children in her care. The childminder is sensitive to the safety needs of children. She regularly assesses risks in the environment, as well as during outings into the community. She maintains a good overview of children's progress, which enables her to quickly identify any gaps in their learning. The childminder evaluates the strengths of her provision and makes changes to enhance her service. She seeks advice from the local authority for support to develop her practice.

Quality of teaching, learning and assessment is good

The childminder plans activities that engage and motivate children. For instance, she uses their interest in blocks to encourage children to count as they build. This helps develop young children's mathematical skills of numbers and counting. Children's communication and language skills are very well supported. The childminder gets down to children's level as she talks to them and introduces new words into their vocabulary. The childminder encourages children to develop their early mark-making skills as they happily draw with pens and pencils. Children enjoy activities that help them develop their imagination and copy real-life experiences. For instance, they pretend to cook and ask the childminder if she would like tea and toast. Children laugh with delight as they feel the wind on their face when playing outdoors. This helps to develop children's awareness of the natural world.

Personal development, behaviour and welfare are good

Children show high levels of confidence and self-assurance. They are enthusiastic and demonstrate a can-do attitude to learning. Children are willing to ask the childminder for help when they need it. For instance, they ask her to fill buckets of water to enable them to water the plants in the garden. Children respond with pleasure to the very genuine praise that they receive when the childminder celebrates their achievements. The childminder supports children's personal, social and emotional development very well. She makes good use of community activities to enable children to interact with other adults and children. Children understand the childminder's high expectations of them as they happily help to tidy away toys. The childminder gently reminds children of their behaviour as they play. This helps to create a happy and welcoming environment.

Outcomes for children are good

Children make good progress from their starting points. The childminder fosters children's love of books and supports their developing literacy skills as she introduces stories into their play. Children show their developing independence skills as the childminder encourages them to try to put on their own shoes. Children are starting to acquire the essential skills they need for the next stages in their learning.

Setting details

Unique reference number	EY410373
Local authority	Stockton-on-Tees
Inspection number	10090490
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	4
Date of previous inspection	6 December 2018

The childminder registered in 2010 and lives in Stockton-on-Tees. She operates all year round, from 7.30am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for three- and four-year-old children.

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