

# Childminder report

<b>Inspection date</b>	19 July 2019
Previous inspection date	8 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	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 is extremely caring, patient and very supportive towards children. She provides a very warm and welcoming environment for children. Children are exceptionally happy and have very strong attachments with the childminder. They are highly confident and motivated in their learning.
- Partnerships between the childminder and parents are strong. Parents appreciate the bonds the childminder has with their children. The childminder works together with parents to provide consistent and good-quality care and education for children.
- The childminder provides children with a very wide range of activities to promote their learning and development in her home and the wider community. The learning environment is highly motivating and very well organised. All children make good progress in their development.
- The childminder encourages children very successfully to make independent decisions and to choose their own play. Children show great levels of self-esteem and confidence as they select resources by themselves and become deeply involved in activities.
- The childminder promotes children's language and communication skills very well. She sits with children as they play and speaks clearly to them. The childminder gives children plenty of time to think and extend their vocabularies.
- The childminder completes all statutory training and keeps her knowledge up to date. However, she does not target professional development opportunities precisely enough in order to help raise the quality of teaching to an even higher level.
- The childminder reflects on her practice and asks parents and children for their views. However, she does not plan detailed areas for development in order to achieve continuous improvement at a 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 more precisely on how professional development opportunities can be used to raise the quality of the already good practice to an outstanding level
- use self-evaluation more effectively to plan more detailed areas to develop in order to achieve continuous improvement at a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She viewed the areas in the home used for childminding.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held 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 reading written feedback provided.

#### Inspector

Melanie Vincent

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a good knowledge of child protection issues. She understands the reporting procedures to protect children in her care. The childminder identifies any risks in the environment effectively and addresses these promptly to enable children to play safely. The childminder provides daily feedback to parents about their children's care and what they have been learning. She shares ideas and information about how parents can continue to support their children's learning and development at home. Partnership working with other providers is good. The childminder works successfully with other settings that children attend to complement the delivery of the early years foundation stage.

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

The childminder uses relevant information from parents to establish what their children know and can do. She uses this information along with her ongoing observations to provide engaging activities that motivate children to learn. Children enjoy practising skills that help develop their early writing skills, using a range of tools to make marks throughout their play. Children thoroughly enjoy their time with the childminder. They seek her out during their play and invite her to be part of their games. The childminder supports children to develop a love of books. Children thoroughly enjoy listening to stories the childminder reads to them. They listen intently as the childminder reads. Children show their preferences for their favourite stories and develop their knowledge of literacy as they talk about the characters.

### Personal development, behaviour and welfare are outstanding

The childminder very much values children's ideas and contributions. Children thrive in their emotional development and their behaviour is exceptional. The childminder provides children with meaningful praise and encouragement. Children are offered extremely healthy, home-cooked meals and snacks. The childminder plans daily opportunities for children to exercise and ensures that they have plenty of opportunities for outdoor play. Children's independence is promoted exceedingly well. The childminder encourages and supports children to do things for themselves at every opportunity. Children read books and play with resources that help them understand very effectively about the similarities between themselves and others. The childminder plans activities for children to gain an excellent understanding of how to keep themselves safe, such as when they go on holiday. Children show a deep understanding of how to keep themselves safe in the sun and when playing in water. During activities, the childminder very naturally encourages them to have an understanding about good dental hygiene.

### Outcomes for children are good

Children are confident communicators. They share how they feel and ask for help. Older children learn to be highly sociable with other adults and children. They have good mathematical knowledge and confidently count, recognise size and explore capacity when they play in the sand. They are eager to learn and are motivated by the activities provided. These skills help to give children a secure foundation for their later learning in school.

## Setting details

<b>Unique reference number</b>	EY402836
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10066104
<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 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	8 September 2015

The childminder registered in 2010 and lives in Thornaby. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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