

Childminder report

Inspection date: 3 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children's demonstrate very good behaviour throughout the inspection. Older children share resources with younger children and talk about the things they are exploring. Boys take turns to use resources in the sand area and discuss their ideas during their play. The childminder has developed secure relationships with children and knows how to meet their individual care needs well. For example, when young children show frustration because they are tired, the childminder quickly soothes and settles them to sleep.

Overall, teaching during child-led experiences is effective. Older children demonstrate very good mathematical skills. They enjoy creating games which extend their interests further. The childminder encourages children to develop their literacy skills as part of their game and they begin to draw lines to represent how many cones fall down. The childminder is keen to encourage children to make choices about their learning. Older children develop the skills they need to start school. They make excellent progress in their mathematical development. The childminder encourages children to build on their existing knowledge, and think about 'how many more' and how they cut food into halves or quarters. This builds on their existing knowledge.

The childminder provides a range of exciting resources for children to access indoors and outdoors. Children thoroughly enjoy being outside. They show good levels of independence as they select the things they would like to explore. The childminder gently reminds older children to use scissors safely and they use their knowledge of how tools work to screw parts onto a box.

What does the early years setting do well and what does it need to do better?

- The childminder regularly seeks ways to improve her practice and plans a thorough programme for her own professional development. She evaluates the impact of this for children. For example, speech and language training has helped her to assess children's vocabulary and access support to close any gaps in their learning.
- The childminder observes children's play and waits to intervene to enhance their learning. However, children are not consistently challenged and the focus for their learning is not securely embedded within her teaching. For example, the childminder does not make precise plans to help children make progress in areas they do not already excel in.
- The childminder provides children with healthy and nutritious meals. She encourages them to take an active part in managing their own self-care. Older children wash their hands without support and benefit from lots of fresh air and physical activity. This helps to promote their good health and hygiene.

- The childminder prioritises children's safety. Children demonstrate a thorough understanding of risks in the environment and know how to deal with them independently. For example, young children know they need sun cream when outdoors. Older children explain what they need to do in an emergency, such as a fire, and talk about how they 'wait for an adult to help'.
- The childminder has developed effective partnerships with other professionals who work with children. She prepares information to pass on to teachers to help them get to know children. In addition, the childminder works alongside audiology and language therapists to help children and their families to access the support they need.
- The childminder provides children with clear boundaries for their behaviour and regularly praises them. This helps children to build on their self-esteem and develop good social skills. Children show kindness and respect for each other and the resources they use.
- Overall, partnerships with parents are positive and communication is good. Parents leave positive feedback about the childminder. They are particularly happy with the level of care provided. Although some parents state they feel well informed about their children's progress, there is potential to enhance this further and extend ways for every parent to become involved in their children's ongoing learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed an in-depth training programme to help her understand wider child protection issues. For example, she recognises the potential signs of female genital mutilation and knows how to act swiftly if this is suspected. The childminder is aware of the procedures to follow in the event an allegation is made against her. She teaches children how to manage risks for themselves. This has reduced the number of 'bumps and scrapes' children have in the setting, as they are more aware of their own safety.

What does the setting need to do to improve?

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

- strengthen the focus of the curriculum so children are more challenged to make rapid progress across every area of their learning
- consider ways to provide every parent with opportunities to share information about their children's learning, to enhance continuity of learning for children.

Setting details

Unique reference number	312651
Local authority	Middlesbrough
Inspection number	10117012
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 February 2016

Information about this early years setting

The childminder registered in 1984 and lives in the Marton area of Middlesbrough. She operates all year round from 8am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder has early years teacher status. She provides funded early education for two-, three- and four-year-old children. The childminder also provides overnight childcare.

Information about this inspection

Inspector

Michelle Lorains

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 spoke to the childminder and children throughout the inspection.
- A learning walk was completed by the childminder and inspector to discuss the organisation of resources and curriculum focus.
- The childminder and inspector reflected on a learning experience for children as part of a joint observation.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability to work with children and her evaluations of professional development.
- The inspector obtained written feedback from parents and took account of their views.

We carried out this inspection 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.

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