

Childminder report

Inspection date: 4 October 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides warm and consistent care for children. She invites them into her welcoming home where she meets their learning needs well, overall. Very young children demonstrate that they are happy when they explore the range of toys and equipment available, showing high levels of curiosity and interest. They begin to listen to the childminder and clap their hands when she praises their achievements. The childminder is keen for children to develop skills and knowledge and provides a well-thought-out curriculum for children. She demonstrates this by providing resources for children to pull themselves up onto, knowing they are ready for this stage in their physical development. The childminder has acted upon weaknesses in teaching and learning from her previous inspection and has implemented appropriate planning and assessment procedures. Although not fully established, the childminder has a wider picture of what children know and uses this to support their learning. The childminder acknowledges that she needs to continue to embed her new systems and include children who also attend nursery settings. She also recognises the need to share this information with teachers who also support children's learning.

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

- The childminder has improved many aspects of her provision since her last inspection. She has sought the help and advice of local authority professionals and is keen to improve even further. Working alongside other local childminders is also helping the childminder to share her practice and review what she is doing.
- Support for very young children's communication skills is good. The childminder recognises that children are beginning to babble and uses strategies such as naming objects and using clear, simple language. For example, when children take farm animals in and out of a basket, the childminder says, 'Well done, in and out'.
- The childminder makes good use of features in her local area to support children to become confident, inquisitive learners. For example, she takes children to the beach where they enjoy investigating and exploring shells and pebbles. The childminder encourages children to collect and count what they have found to extend their learning further.
- Good settling-in procedures help children to settle quickly in the childminder's care. Good-quality information is gathered from parents and is used well to support children's emotional well-being. Children develop good relationships with the childminder. They make eye contact with her when she talks to them and begin to pull themselves up onto her when she sits beside them on the floor.
- The childminder recognises when very young children are feeling tired. She comforts them, gives them a bottle of milk and tucks them into the warm covers

in their buggy. The childminder talks to parents about routines, such as sleeping, to maintain a joint approach.

- The childminder has recently improved assessment systems that are helping her to identify where children are in their development and plan for their next steps in learning. She has developed a full picture of where very young children are in their learning across all areas, and is using this well to support them. Although she has started the process, she has not yet completed a full range of assessments for children who also attend a nursery setting.
- Partnerships with local nurseries, where children also attend, are generally good. The childminder shares information about children's welfare when she drops them off. She now needs to extend the information to include what she knows about children's learning and how she is supporting them to reach their full potential.
- The childminder is aware of her responsibility to inform Ofsted of any adults who may move in or out of the home. She is proactive and makes all attempts to notify within correct timescales.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has improved her knowledge of safeguarding since her last inspection. She has accessed training and is able to confidently describe how she would recognise if children were being exposed to extreme views or behaviours. The childminder knows who to contact if she has any concerns regarding a child's welfare or if an allegation is made against her. Ongoing risk assessments are effective. The childminder's home is safe and secure and any hazards are removed before children arrive. The childminder now implements a more robust policy for the use of mobile phones to keep children safe.

What does the setting need to do to improve?

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

- extend assessment procedures to develop a fuller picture of what all children know and can do, to raise their achievements to an even higher level
- strengthen partnerships with schools that children attend, to share information about children's development and use this more precisely to support their continued good progress.

Setting details

Unique reference number	EY390360
Local authority	Sunderland
Inspection number	10101855
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 March 2019

Information about this early years setting

The childminder registered in 2009 and lives in Sunderland. She cares for children all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Nicola Jones

Inspection activities

- The inspector discussed with the childminder how she organises her provision and her aims and rationale for the curriculum.
- The inspector observed the quality of teaching during activities indoors 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 interacted with the children during the inspection.

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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