

# Childminder report

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Inspection date: 15 October 2019

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

### The provision is good

Children's self-esteem, confidence and emotional well-being is very high. They have formed very close bonds with the sensitive and nurturing childminder. Children are confident, happy and settled in the childminder's home. She knows the children in her care extremely well and carefully builds on what they already know to extend their learning even further. For example, when children are beginning to develop their small-muscle skills, the childminder provides activities to develop this even further. Children benefit from activities that are linked to their individual interests. For example, children pack a backpack with items of interest. The childminder extends the activity by introducing a torch and showing children how to turn this on and off. This supports children's knowledge of how simple technology works. The childminder then demonstrates how to cast shadows. Children watch excitedly as the childminder moves the shadows on the wall. Children are curious learners, who investigate and explore during their play. For example, children wait excitedly to see if their cakes look different after they have been in the oven. The childminder has high expectations for children's behaviour. Children behave well. The childminder provides gentle reminders of what is expected. For example, when children try to climb on chairs the childminder explains why it is not safe. This helps children to develop a sense of right and wrong.

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

- The childminder supports children's communication and language skills very well. She provides commentary for children's play and introduces a wide range of new words to help build on their developing vocabulary. She provides a variety of experiences to support children's listening skills. For example, children follow simple instructions when baking cakes and they enjoy snuggling up to the childminder, listening to their favourite stories. Children enthusiastically select books and act out the roles of their favourite characters.
- Overall, partnerships with parents are good. Parents are very complimentary of the childminder. The childminder gathers a wealth of information when children first start at the setting. She regularly shares information about children's assessments and what activities children enjoy during the day. However, the childminder does not consistently offer parents suggestions about how they can continue to extend their children's learning at home.
- The childminder understands the importance of self-evaluation to support her to make ongoing improvements to the quality of her practice. She gathers the views of parents and children. The childminder reflects on all areas of her practice. She has a targeted programme of professional development and regularly attends courses which have a positive impact on the quality of teaching.

- The childminder has previously engaged with settings that children also attend. However, she has not yet developed effective systems to work in partnership with newer settings that children attend, to establish a complementary approach to their learning.
- Children are making good progress in their learning and development. The childminder carries out regular observations and assessments and monitors children's progress closely, to check that there are no gaps in their learning. She identifies the next steps in children's learning and development and is responsive to helping the children achieve them during their play.
- The childminder uses opportunities to encourage children to think about size and counting. For example, children compare, measure and count ingredients when making cakes. Furthermore, the childminder introduces language such as 'full', 'empty', 'more' and 'less'. This helps children to understand mathematical concepts.
- Children have a good range of opportunities to develop their physical skills, both inside and outdoors. For example, they make marks with pencils, build with blocks and visit local parks. Furthermore, children are provided with regular opportunities to mix with other groups of children at local playgroups. This helps children to gain confidence and develop good social skills.
- Children are developing their independence skills. They manage their personal needs well as they wash their hands and feed themselves. They select their own resources and are beginning to tidy up after themselves.
- Children are reminded to eat lots of healthy fruit and drink water. The childminder explains to them why healthy eating is important. This helps to promote their understanding of healthy lifestyles.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge through reading relevant material, contact with the local authority and attending training. This means that she has an in-depth knowledge of recent safeguarding issues. For example, the childminder is aware of the procedures to follow if she has concerns that a child is being exposed to extreme views or behaviours. The childminder carries out regular risk assessments to minimise risks and keep children safe. Robust policies underpin her good practice. The childminder shares these with parents and talks to them about her role in protecting children.

## What does the setting need to do to improve?

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

- offer parents ideas and suggestions about how they can help to develop their children's learning at home

- further develop strategies to engage other settings, to ensure invaluable information is shared, which helps to provide a highly consistent approach to children's care and learning.

## Setting details

<b>Unique reference number</b>	EY422793
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10117686
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	17 August 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Sunderland, Tyne and Wear. The childminder operates from 8am to 5pm, Monday to Friday, term time only.

## Information about this inspection

### Inspector

Julie Campbell

### Inspection activities

- The childminder completed an activity and evaluated it with the inspector.
- The inspector and the childminder conducted a learning walk of the areas of the childminder's home that she uses for childminding.
- Discussions were held with the childminder and children at appropriate times during the inspection.
- The inspector checked statutory documents.
- The inspector read 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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