

Childminder report

Inspection date:

12 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder has robust and detailed settling-in procedures to ensure that children are happy and confident in her care. Children respond with affection to the childminder and seek her support and reassurance. They make independent choices from a wide range of activities and resources, which are freely available and easily accessible. Children are keen to engage and participate. For example, they choose to use dough and access the tools they require. The childminder has high expectations for children. Children develop an interest and a love for books. They sit with the childminder as they read, and use props to act out their favourite stories.

Ongoing observations of children's development enable the childminder to quickly identify children's next stage of development. She is then able to target any gaps in their learning. The childminder gets down to children's level and is playful in her interactions, which in turn stimulates them to join in. For example, she develops children's imaginations as they play cafes in the role-play area.

The childminder models good manners and supports children's positive behaviour, praising them when they respond appropriately. This helps to deepen children's self-esteem and give them an understanding of right and wrong.

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

- The childminder is highly skilled at supporting children's communication and language development. She models language, using questioning techniques that support children to think and reason. Children learn how to listen, express themselves positively and consider the views of others.
- Children develop their understanding of numbers and counting. They enthusiastically share their knowledge. For example, older children accurately count the plates and bowls when preparing for snack. The childminder uses appropriate opportunities to support children's counting. For instance, she asks younger children to count the strawberries on their plates. The childminder praises them for their efforts. She uses words such as 'half' and 'more' to help children to consolidate their learning.
- Although teaching is good overall, and in some aspects outstanding, the childminder does not reshape activities as they progress. She does not always give children the encouragement and challenge that they need to extend their learning as much as possible.
- The childminder regularly completes accurate and comprehensive assessments of children's learning. She has a good understanding of children's development. The childminder plans for children's next steps in learning. Overall, she plans activities to support children to make good progress from their starting points.

- The experienced childminder is passionate about her role. She is a reflective practitioner. She regularly carries out evaluation of her practice, seeking the views of parents to inform her analysis. She prioritises future improvements to her provision. The childminder is proactive in accessing further professional development. She shares ideas and good practice by meeting regularly with other childminders and through membership of online childminding groups.
- Children's behaviour is good and the childminder acts as a positive role model. She offers children gentle reminders about how to play nicely. The childminder helps them to develop their understanding of expectations and boundaries, relative to their age. Children are beginning to show an awareness of others around them as they play alongside each other. The childminder respects every child and celebrates their own and other's festivals and traditions. This helps children to develop an emerging understanding of the world around them.
- Partnerships with parents are excellent. From the very start, the childminder gathers a wide range of information from parents about children's home routines, their stage of development and uniqueness. This helps her to plan for children's individual care and learning needs as soon as they start attending. Parents are encouraged to share their children's achievements from home. They comment that the childminder provides an outstanding range of resources and that the progress their children make is attributable to her commitment and enthusiasm.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of all safeguarding issues. She understands how to keep children safe, the signs of abuse and the procedures to follow should she have any concerns. An up-to-date paediatric first-aid certificate ensures that the childminder knows the action to take in an emergency. All adults within the home are vetted. The childminder completes risk assessments of her home. She constantly reviews activities and resources to make sure that they are safe. The childminder supports children to understand safety. For example, children understand that they must be supervised when using the workbench and tools.

What does the setting need to do to improve?

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

- enhance teaching skills, to reshape activities in response to children's changing learning needs, and offer the encouragement and challenge that they need to achieve as much as possible.

Setting details

Unique reference number	EY429699
Local authority	Hartlepool Borough
Inspection number	10117145
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	29 April 2013

Information about this early years setting

The childminder registered in 2011 and lives in Hartlepool. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children

Information about this inspection

Inspector

Eileen Grimes

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 childminder and the inspector completed a joint evaluation of an activity.
- 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 spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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