

# Childminder report

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Inspection date: 23 January 2020

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are settled, happy and safe in the childminder's care. The childminder provides a welcoming and stimulating environment. A wide range of resources are easily accessible for children to promote their choice and independence. The childminder knows the children in her care well and is aware of what they know and can do. She plans appropriate individual experiences and support to help each child to move on to the next stage in their learning. Children have a positive attitude towards learning, and the childminder supports them to maintain focus for increasing amounts of time. She is also well aware of each child's attention span and takes this into account when planning.

The childminder has high expectations for children. She demonstrates a good knowledge and understanding of things that may impact on how children behave, such as their age and changes in family circumstances. The childminder manages children's behaviour sensitively. She ensures that she consistently encourages and praises positive examples. This supports children's understanding of boundaries and their confidence, social skills and relationships. Children identify, name and manage their own feelings with support from the childminder. For example, the childminder uses age-appropriate discussions and reads storybooks about emotions.

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

- The childminder's thorough knowledge of each child means that care practices meet their individual needs. She is very aware of children's individual learning styles and levels of concentration. The childminder plans several different short tasks around one theme to keep younger children interested and focused. For example, when children learn to name a particular colour, she provides a variety of play opportunities. The childminder ensures that she includes as many areas of the curriculum as possible during each activity, including tasting food.
- The childminder gives children regular opportunities for outdoor play and activities, such as visits to a soft-play area, beach and forest. This helps to promote children's health and their understanding of the world.
- Children achieve across all areas of learning. The childminder takes account of their development when deciding what she wants children to learn. She also considers their interests when deciding how she is going to teach them. For example, she offers frequent outdoor learning for very active children. The childminder uses stacking blocks well as stepping stones to promote children's balance and coordination. Children thoroughly enjoy role play when sitting inside a cardboard house. They learn patience by waiting for the childminder to knock before opening the door.
- Teaching is good and the childminder ensures children have experiences to

cover all areas of learning. This includes early mathematics, such as counting and introducing words such as 'long', 'short', 'too small', 'big' and 'little'. Children have a go at solving problems. For example, when filling a board game with counters, they realise that one is missing and lift the box storage tray to find it underneath. Children make links to what they already know. When completing a large floor puzzle, they make the different animal sounds to match the pictures. However, there are fewer activities to help children to consistently develop the skills and vocabulary to communicate.

- Partnerships with parents are good. Parents write positive comments about the childminder's provision, including their children's achievements while in her care. The childminder ensures she keeps parents fully informed about their child's development and progress on a regular basis.
- There are appropriate transition procedures in place to help children move on to other settings, such as nursery or school. The childminder has completed relevant training to help her to support children with special educational needs and/or disabilities. She demonstrates a good knowledge of how to support any children with additional needs.
- The childminder evaluates her provision well, including identifying her training requirements. She has benefited from a range of courses since her last inspection to develop her teaching skills further. These include topics such as learning through play in the early years, working with parents, and ages and stages of learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to safeguard children. She is aware of the signs that may indicate a child is at risk of harm and of the appropriate procedures to follow if she has concerns about a child's well-being. The childminder has a positive attitude towards continuous professional development and continues updating her understanding of safeguarding. Overall, the childminder monitors the environment to minimise potential risks. However, some items in the rear garden may pose a safety hazard when children play outdoors. Nevertheless, the childminder supervises children carefully to ensure their welfare.

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

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

- provide more regular experiences and opportunities to consistently develop children's skills and vocabulary to communicate
- monitor the condition of outdoor play equipment and take all reasonable steps to ensure children are not exposed to risks.

## Setting details

<b>Unique reference number</b>	EY334759
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10071842
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	4 December 2015

## Information about this early years setting

The childminder registered in 2006 and lives in the Grangetown area of Cleveland. She operates for 50 weeks of the year from 7am to 8pm, Monday to Friday. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Elaine McDonnell

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with children throughout the inspection.
- The childminder and the inspector conducted a joint observation of children's learning.
- A discussion was held with the childminder where the inspector looked at relevant documentation, including children's learning information and evidence of the suitability of adults living in the setting.
- The inspector took account of parents' 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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