

# Childminder report

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Inspection date: 27 February 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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children are happy in the childminder's care. Parents praise the wealth of activities their children take part in. Children learn how they can keep themselves safe. Older children know they must stand back as they watch their lunch cooking. The childminder and her assistants are highly responsive to children's individual care needs. Parents comment that their children love going to the childminder's house and look forward to seeing the childminder and her assistants. Children make good progress and learn a wide range of skills which prepare them for the next stage in their learning. The childminder and her assistants use some opportunities well to challenge older children. For example, they talk about the shape of ice cubes as children explore them. However, the childminder identifies that she needs to provide consistently high levels of support and challenge for all children.

Children behave well. They follow instructions carefully and show respect for other children. For example, they remember to say 'excuse me' as they move past other children as they leave the table. Children are independent in the childminder's home. They are able to help themselves to equipment, and drinks are freely available. Older children confidently access a range of craft materials independently. They focus intently as they decide how to use the tissue paper to make an elephant.

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

- Children have a good relationship with the childminder and her assistants. Babies develop strong bonds with the assistant. For example, they watch to see where she is going if she moves away, and they reach out to her for reassurance. The childminder recognises and builds on this bond. For example, she organises her routine so that the assistant can collect children from home to help them to settle quickly.
- Children learn how they can keep themselves healthy. For example, older children remember to cover their mouths when they cough. They know that they must wash their hands after coughing. All children understand that they need to wash their hands before eating.
- The childminder plans stimulating activities to excite children. Children are eager to explore a range of edible materials in a tray. Older children concentrate intently as they use different items to make a cake. They choose jelly for the icing and then use different things for the sprinkles. The childminder recognises that she now needs to consider how she can help younger children to become more involved in group activities.
- Children learn that they must share their toys and equipment. For example, older children ask other children if they can use the glue. The childminder's assistant reminds younger children that it is kind to let their friends use the glue.

- The childminder observes children and assesses where they are in their learning. However, she does not use this information to identify precisely what she wants children to learn next. As a result, some activities do not provide the highest levels of support and challenge.
- The childminder evaluates her provision and considers how she can improve it to support children's learning further. For example, recent changes to the playroom have helped to develop children's independence. The childminder observes her assistants' practice and highlights where they could develop their practice further, overall. However, occasionally she focuses too much on what children are learning. As a result of this, she sometimes misses aspects of teaching that could be improved further. For example, the childminder has not identified that sometimes her assistants do not give children time to answer questions.
- The childminder is committed to developing her own professional development and that of her assistants. They attend training to develop their knowledge further.
- The childminder has a good relationship with parents. She keeps them well informed about what children have been doing. The childminder shares information with parents about how they can help their children's learning at home. Parents comment that she is always on hand to offer advice or support.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge of signs and symptoms that may indicate possible abuse to children. They know the procedures to follow should they have a concern about a child. The assistants have a strong understanding of the childminder's policies and procedures and explain how they would keep children safe. The childminder's home is safe and well maintained. She takes effective action to ensure any hazards to children are minimised. She attends all mandatory training, such as first aid, along with her assistants. They have a good understanding of wider safeguarding issues.

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

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

- use assessments to identify precisely what children need to learn next
- strengthen procedures for monitoring assistants and focus more precisely on improving the quality of teaching
- consider ways to help younger children become more involved in group activities.

## Setting details

<b>Unique reference number</b>	EY335104
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10117095
<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 at time of inspection</b>	1 to 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	32
<b>Date of previous inspection</b>	12 March 2015

## Information about this early years setting

The childminder registered in 2006 and lives in Sunderland. She has five assistants who work alongside her at various times. The childminder operates from 7am to 6pm on Monday to Thursday and from 7am until 5pm on Friday. She is open all year round, except bank holidays and family holidays. The childminder receives funding for the provision of early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elizabeth Fish

### 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 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 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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