

Childminder report

Inspection date	29 August 2019
Previous inspection date	21 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder regularly exchanges information about children's learning and development with other settings, including schools that children attend. She has formed close links that support children's individual needs and create continuity of care and learning for the children and their families.
- The childminder knows the children in her care very well. She takes time to get to know children's individual personalities. Children develop close bonds with the childminder and feel safe and secure in her care.
- Partnerships with parents are very good and they speak highly of the childminder's provision. Parents are very happy with the care and education provided. They comment positively about the opportunities their children have when out in the community and the varied activities offered to children.
- The childminder is proactive in her approach to developing her practice. She gathers the views of parents through questionnaires and takes account of their comments. She carefully considers ways to support children and their families effectively.
- Occasionally, the childminder does not provide high enough levels of challenge for all children in order to ensure that they benefit from the best learning opportunities.

What the setting needs to do to improve further

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

- develop the teaching strategies used during activities to provide even more challenge for all children to help them to make rapid progress in their learning.

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.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms that may indicate that a child is at risk of harm. She is familiar with the local procedures to follow should she have concerns about a child in her care. The childminder has completed recent training to update her child protection knowledge. She is committed to providing children with a full range of experiences that provide them with the skills they will need for their next stage in learning. Daily checks of the environment highlight any issues where she may need to take action to ensure children's safety.

Quality of teaching, learning and assessment is good

The childminder adopts a child-centred approach to caring for children. She ensures that they have access to toys and resources that match their individual interests. The childminder interacts well with the children. She sits at their level to join in with their play and provides good support and guidance. Children quickly become familiar with the routines and are confident to make choices about their play. The childminder models effective communication well. Children learn how to listen, express themselves positively and consider the views of others. They are keen to investigate. For example, children make a fish game with magnets as they test out which materials are attracted to the magnets and why. Older children start to understand the concepts of how magnets attract and repel. The childminder makes precise assessments of children's starting points. Overall, the childminder provides activities that help children to make progress in their learning.

Personal development, behaviour and welfare are good

The childminder is a good role model. Children develop good levels of self-assurance and self-esteem. The childminder provides children with praise, support and encouragement. Children behave very well. They understand the expectations and boundaries, and independently follow routines. Children play alongside each other, interacting and extending each other's play as they offer toys, resources and ideas. Children learn about healthy food choices. They discuss the fruit and vegetables that they have grown in the garden and allotment. Children are keen to taste different foods, such as courgettes and chillies. They get plenty of fresh air as they play and exercise in the garden and on visits in the community. Children learn good hygiene routines and know to wash their hands before mealtimes.

Outcomes for children are good

Children develop skills and knowledge to support them in their next steps in learning. They recognise that print carries meaning. Children have strong imaginations and construction skills. For instance, they delight in building a fortress for pretend knights to live in. They discuss how to make a drawbridge and a moat to prevent anyone getting in.

Setting details

Unique reference number	505166
Local authority	Redcar and Cleveland
Inspection number	10117038
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	21 April 2016

The childminder registered in 1993 and lives in Saltburn-by-the-Sea, Cleveland. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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