

Childminder Report

Inspection date

16 November 2016

Previous inspection date

2 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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 has met the actions and recommendation from her previous inspection. She has made changes to her practice and is committed to continually improving. Feedback from parents and children is used well to ensure family needs are met.
- The childminder is a well qualified and experienced early years practitioner, who demonstrates a good understanding of how children develop and learn. She accurately assesses children's individual needs and helps them progress well from their starting points.
- Teaching is good. The childminder plans to meet children's interests, build on their experiences at home and in other settings. She shares information with parents about what children need to learn next to help them promote learning at home.
- The childminder is a very good role model who helps children to understand rules and routines, show empathy and understanding. They are well supported to share, take turns and build positive relationships with their peers.
- Children and parents are welcomed into a warm, well organised and comfortable environment for learning. The childminder ensures that favourite toys and resources are easily accessible for children. They confidently select activities and lead their own learning.

It is not yet outstanding because:

- The childminder does not yet gather detailed information about children's attainment when they start in the setting.
- Occasionally, the childminder asks questions in quick succession without giving children the time to think about and formulate their responses.

What the setting needs to do to improve further

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

- gather detailed information about children's attainment from parents to help children make the best possible progress from the moment they start in the setting
- give children more time to think and respond to questions.

Inspection activities

- The inspector viewed the areas of the house used for childminding.
- The inspector spoke to the childminder and children during the inspection.
- The inspector undertook a joint observation with the childminder.
- The inspector took into account the views of parents.
- The inspector viewed a range of documentation, including children's records, policies and procedures, accident and medication records, qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Health and safety policies and procedures are robust and can be seen in practice. The childminder has a good understanding of her responsibility to safeguard children. She knows what to do if she has any concerns about a child's development or welfare. The childminder uses effective tracking systems to highlight children's achievements and to plan for any gaps in their learning. She works in strong partnerships with parents to ensure children's individual physical and developmental needs are met. The childminder is keen to further extend her knowledge and supports this through seeking continued professional development opportunities. This has a positive impact on outcomes for children. For example, the childminder has recently gained greater understanding of early writing development.

Quality of teaching, learning and assessment is good

Children are provided with many opportunities to learn about the world around them. They go on many varied outings in the local area, engage with nature and gain a greater understanding of their local community. The childminder gets to know children well and ensures that they learn what they need to next. She plans adult-led activities which consider the needs of all children. For example, children of different ages and stages of development enthusiastically access a sand activity she has organised. The younger, less mobile children practise standing unaided, exploring the textures and objects. Older children fill and empty vessels, use chop sticks to create patterns and talk about the marks they are making. The childminder uses a range of rich vocabulary to help children expand their growing vocabularies, name objects and actions. She promotes mathematics well as she talks about size, weight, numbers and position.

Personal development, behaviour and welfare are good

Children are well supported when they start in the setting and settle quickly. The childminder gathers information about children's care needs and follows home routines. She is sensitive to children's needs and quickly responds when they feel tired, hungry or need a reassuring cuddle. The childminder helps children to stay healthy and safe. They have nutritious meals, regular drinks, and begin to understand dangers and assess risks as they play. Good systems are in place for recording and reporting any accidents and medication administered. Children demonstrate how independent they are as they enthusiastically help with tasks, such as organising equipment for snack and tidying. They cooperate well with care routines and know when they need to wash their hands. Children demonstrate very good manners and attend groups where they further develop their social skills. They also have an opportunity to meet children they will go to school with.

Outcomes for children are good

All children, including those in receipt of funding make good progress. They develop resilience and a determination to do things for themselves. Children are very well prepared with the skills and knowledge they need to be ready for school. Good communication systems ensure that children who already attend school, progress well as they move between learning environments.

Setting details

Unique reference number	EY103783
Local authority	Hartlepool
Inspection number	1058182
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	2 November 2015
Telephone number	

The childminder was registered in 2002 and lives in Hartlepool. She operates all year round from 8am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children.

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