

Inspection date	29 January 2015
Previous inspection date	2 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good because the childminder has a good awareness of how young children learn. She uses play and planned activities that engage children and build on their individual interests. This supports them to develop positive attitudes to learning.
- Children are settled and secure because they form close bonds and attachments with the childminder. There is a relaxed, friendly atmosphere and children are clearly happy to be left in her care.
- The childminder has a good understanding of her responsibilities with regards to child protection. Her home is safe and good steps are taken to reduce potential dangers. Children are effectively safeguarded while in her care.
- The childminder is committed to developing her provision. She attends training which helps to increase her knowledge. Furthermore, she obtains the views of both parents and children to evaluate the service offered.

It is not yet outstanding because:

- Highly successful strategies are not fully in place to gather precise information from parents about what they know their children can do on entry to the setting so this can be taken into account when planning activities.
- There are fewer natural resources readily available that children can use in a variety of ways to enhance their exploratory and discovery play.

What the setting needs to do to improve further

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

- review the arrangements for involving parents in sharing what they know about their children, in order to enhance their contributions to the initial assessments of children's development on entry
- enhance the already stimulating learning environment, for example, by ensuring natural and sensory resources are readily available to further extend younger children's curiosity and exploratory skills.

Inspection activities

- The inspector viewed the premises, toys and equipment.
- The inspector observed activities in the home and carried out a joint observation with the childminder.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the childminder, the self-evaluation form and improvement plan.

Inspector

Lindsey Pollock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder teaches the children well and promotes their learning and development through planned and purposeful play. As a result, children are developing the skills and positive attitudes that they need to prepare them for their next stage in learning. The childminder gains information about what children like to do when they first start. However, she does not always gather precise details from parents about what children are able to do to further help with activity planning. When children are settled in her care, the childminder completes secure assessments, and uses this information to plan activities to ensure children are suitably challenged and making progress. The childminder is very good at engaging with children to focus and engage their attention and enhance their learning. She sits with them, encouraging and supporting them as they persevere with completing puzzles. She asks them questions and talks to them about the different shapes, colours and sizes. This helps to promote their emerging communication and language skills and motivates them to keep trying. Children help themselves to a wide range of resources. However, there are fewer natural materials readily available for the younger children to explore.

The contribution of the early years provision to the well-being of children is good

Children develop strong attachments to the childminder and are very happy and settled in her care. They approach her willingly for support, which demonstrates they feel safe and secure. This supports children's emotional well-being and helps to build their confidence. The childminder keeps children safe while not overprotecting them. This enables children to develop their understanding about how to manage risks and challenges, such as climbing the stairs safely. She teaches children to become independent. For example, she encourages them to feed themselves and to start and manage their personal needs, but is close by to supervise and help when needed. Children are given equal attention and supported in behaving appropriately. Transitions to nursery and school are managed effectively, so that children settle quickly and their learning is promoted.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She meets these to ensure children are kept safe and their welfare is promoted. She is aware of the signs and symptoms that would alert her to any child protection issues. In addition, she is confident about the action she would take, if she had concerns about a child in her care. The childminder reflects on her practice by observing and evaluating activities and talking to parents and children. She monitors the range of learning experiences and children's progress effectively. This ensures children achieve well in all aspects of their learning and development. Partnerships with parents, other settings and external services are positive and mutually supportive to ensure children's needs are met. Parents are very complimentary about the childminder and the positive impact she has on their child's good progress.

Setting details

Unique reference number	EY216287
Local authority	Redcar & Cleveland
Inspection number	877346
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	2 November 2009
Telephone number	

The childminder was registered in 2002 and lives in Redcar. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for family holidays.

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