

Childminder report

Inspection date	26 March 2019
Previous inspection date	27 August 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
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 has a good relationship with children. They come in happily and settle quickly to play. Parents comment that their children love attending and they are cared for in a home-from-home environment.
- Children make good progress. They are confident and motivated to learn and keen to try new things.
- The childminder provides opportunities for children to plan their own activities and to take part in group activities. She plays alongside children, offering plenty of praise and reassurance.
- The childminder is keen to strengthen her own knowledge and skills. She attends regular training and reflects on how she can adapt her practice to support children further. For example, she has implemented a range of strategies to help children manage their emotions.
- The childminder shares information with parents about what children have enjoyed doing with her. She provides advice and support to parents on issues, such as dental hygiene or eating.
- The childminder works well with a range of health professionals, such as speech and language therapists. They work together effectively to establish a shared approach to supporting children's learning.
- The childminder does not consistently obtain enough detailed information from parents about what children already know and can do when they first start attending, to plan effectively for their learning from the start.
- The childminder does not always use her assessments to identify precisely what children need to learn next to help them make more rapid progress.

What the setting needs to do to improve further

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

- obtain more detailed information from parents about what children can already do when they first start attending, to plan more effectively for their learning from the beginning
- use assessments to identify precisely what children need to learn next to help them make more rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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
Elizabeth Fish

Inspection findings

Effectiveness of leadership and management is good

The childminder evaluates her provision and has clear plans for improvement. For example, she plans to improve her outdoor resources. She has a good relationship with the local authority and acts on any advice given. The childminder monitors children's learning and identifies areas where further support is needed. She takes effective action, overall, to help close any gaps in achievement. The arrangements for safeguarding are effective. The childminder has a very good knowledge of the signs and symptoms that may indicate possible abuse to children. She knows who to contact should she have any concerns about a child's welfare. The childminder works well with other early years providers to ensure a consistent approach to supporting children's learning.

Quality of teaching, learning and assessment is good

The childminder knows children well and notices what they are interested in. She uses her skills and knowledge to provide a range of resources to ignite children's interest and enthusiasm. For example, children enjoy looking at a book about space. They talk confidently about the planets and explain that you must not look at the sun. The childminder places a high priority on developing children's communication skills. She listens carefully to them and is interested in what they are saying. This helps to strengthen children's language skills and, as a result, they are confident communicators. They demonstrate this as they explain how things work and ask questions to further their own knowledge. The childminder helps children to develop their mathematical skills. For example, she uses everyday routines to talk about number and shape.

Personal development, behaviour and welfare are good

Children look forward to spending time with the childminder. They are very keen to show the childminder the toys they have brought from home. Parents feel that the childminder goes out of her way to help children feel valued. They particularly like the birthday tea parties the childminder holds to celebrate children's birthdays. The childminder helps children to settle quickly. For example, she finds out about babies' routines at home and adapts her routines accordingly. The childminder encourages children to learn about how they can keep themselves healthy. For example, she helps them to try a range of different healthy foods and praises them when they do so. She supports children who have specific dietary requirements. Children enjoy playing in the childminder's well-equipped garden. They visit the park or local soft-play centres. Children behave well. The childminder has clear behavioural expectations which she consistently reinforces.

Outcomes for children are good

All children, including those in receipt of funding, make good progress. Older children use mathematical language, such as 'faster' and 'longer'. They begin to calculate one more than a given number. Children learn to play alongside each other. They confidently select resources and combine them together to develop their play further. They can write their own name and handle books confidently, turning pages one at a time. They develop a good range of skills to support them in their future learning.

Setting details

Unique reference number	EY275307
Local authority	Redcar and Cleveland
Inspection number	10071841
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 August 2015

The childminder registered in 2003 and lives in Redcar. She operates all year round, from 8am to 5.30pm from Monday to Friday, except for bank holidays and family holidays. The childminder closes for two weeks over Christmas. She holds a relevant early years qualification at level 3. The childminder provides funded early education places for two-, three- and four-year-old children.

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