

Childminder report

Inspection date	16 January 2019
Previous inspection date	26 June 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	2 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 is an enthusiastic and motivated teacher who makes learning fun for children. They respond positively to her skilful interactions and eagerly participate in activities. This positive attitude towards learning helps to prepare children for school.
- Children achieve very well. Many exceed the levels of development typically expected for their age. They benefit from consistently challenging activities that help them to build on what they already know and can do.
- The childminder shares information with parents that helps to assure children's welfare and ongoing learning. They are extremely happy with the care and education the childminder provides. They comment that it is 'heart warming to see the joy' that the childminder has in children's achievements.
- Children benefit from the childminder's warm and nurturing approach. They readily approach her for help and reassurance, demonstrating a strong sense of belonging. They are extremely happy and relaxed in her care.
- Partnerships with other settings that children attend are well established. There is a successful two-way flow of information about children's care and learning. This helps to provide a consistent approach to their ongoing development and also helps to prepare children when they move on to school or nursery.
- Sometimes, the childminder does not make the best possible use of opportunities to help young children begin to understand the needs and feelings of others.
- The childminder has not fully explored further ways to encourage children to listen, participate and engage even more effectively in their learning.

What the setting needs to do to improve further

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

- help young children even more consistently to develop an understanding of the language of feelings and to learn to consider the needs of others
- explore further ways to extend children's listening and attention skills and encourage their participation and engagement in activities even more effectively.

Inspection activities

- The inspector viewed the areas of the childminder's home that are used for childcare.
- The inspector observed the quality of teaching and assessed its impact on children's learning and development.
- The inspector spoke to the childminder at appropriate times during the inspection. She looked at a range of documents, including evidence of the suitability checks carried out on adults living at the address.
- The inspector jointly evaluated an activity alongside the childminder.
- The inspector spoke to children at appropriate times during the inspection. She looked at written feedback provided by parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibility to protect children from harm and knows what to do if she is concerned about a child's welfare. The childminder reflects on her practice and seeks feedback from parents and other professionals to help identify ways to build on her good practice. For example, she plans to improve her outdoor space to provide richer learning opportunities for children who prefer to learn outdoors. The childminder continues with her professional development. She shares knowledge and ideas with other childminders and local nursery staff to help enhance her teaching.

Quality of teaching, learning and assessment is good

The childminder observes children at play to help her identify their interests and learning needs and to assess the progress they make. She uses her findings to plan appealing activities and experiences that help to extend children's knowledge and skills. The childminder incorporates learning into everyday routines and activities. For example, children observe words and numbers in the community, such as door numbers and shop signs. Children are confident and curious learners who show an interest in how things work and fit together. The childminder extends their learning by providing a range of further resources, such as screws and bolts, for children to explore. Children benefit from activities that encourage their creativity, such as glue-and-stick pictures, where they are free to explore and make their own designs. The childminder gently encourages children who are reluctant to participate to begin experimenting with different textures.

Personal development, behaviour and welfare are good

The childminder has a secure understanding of children's individual needs. She meets their dietary and medical needs adeptly and with sensitivity. The childminder has a fair and consistent approach to managing children's behaviour. They respond well to her boundaries and gentle reminders. Children cooperate well, for example as they help one another to tidy the room. This also helps to promote their independence. The childminder promotes children's social skills well. For example, she teaches them table manners during visits to the local café. She also teaches children to respect and understand the values and beliefs of people in the local community and the wider world. Children learn to value the similarities and differences between themselves and others. The childminder provides plenty of opportunities for fresh air and exercise, for example during visits to the local beach and parks. This helps to promote children's good physical health.

Outcomes for children are good

Children make very good progress in their learning. They become familiar with numbers and count successfully beyond 10 while stacking bricks. The childminder supports their learning well by modelling mathematical language and counting along with them. This contributes to their very good achievements in this area of learning. Children demonstrate a love of stories and enjoy sharing books with the childminder. They join in with familiar phrases and recall parts of the story while they draw pictures afterwards. These early skills in mathematics prepare children well for later learning.

Setting details

Unique reference number	EY281293
Local authority	Redcar and Cleveland
Inspection number	10083173
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 June 2014

The childminder registered in 2004 and lives in Saltburn. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

