

Childminder report

Inspection date	12 July 2019
Previous inspection date	13 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 regularly observes children as they play. She monitors children's development and identifies any gaps in their learning. Children make good progress in their learning, particularly in their social and emotional development.
- The childminder plans activities that children enjoy. She knows about children's individual interests and understands what they need to learn next. Children enjoy the activities on offer and are motivated and engaged in their play.
- Children enjoy a variety of visits to local community groups where they meet with other childminders and their children. This provides children with opportunities to meet with other children in a larger group and helps to develop their social skills.
- The childminder interacts with children well. Children develop effective communication and language skills. The childminder sits with children as they play, emphasising key words and extending their vocabulary.
- There are strong partnerships with parents. The childminder involves parents in all aspects of their children's care and learning. Parents speak highly of the service the childminder provides and feel well supported.
- The childminder completes all statutory training and strives to keep her knowledge up to date. However, she does not target professional development opportunities in order to help raise the quality of teaching to an even higher level.
- The organisation of resources does not consistently encourage younger children to make decisions about their play and support their independence further.
- The childminder reflects on her practice and ask parents and children for their views. However, she does not plan precise areas for development in order to achieve continuous improvement at a higher level.

What the setting needs to do to improve further

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

- focus on how professional development opportunities can be used to raise the quality of the already good practice to an outstanding level
- enhance the organisation of resources to allow younger children to choose what they would like to play with and develop their independence further
- use self-evaluation more effectively to plan more precisely for areas to develop to achieve continuous improvement at a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She viewed the areas in the home used for childminding.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held 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 reading written feedback provided.

Inspector
Melanie Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is confident in how she would identify the signs of abuse. She knows the processes she would follow to report any concerns about children's safety and welfare. The childminder closely monitors and supervises children to make sure that she keeps them safe and secure. She completes regular safeguarding training to make sure that her understanding of how to protect children is always up to date. The childminder knows the families well. She regularly shares information with parents about their children's development. Information about the activities their children have taken part in is shared with parents regularly. Parents are supported to extend their children's learning at home. The childminder occasionally works with an assistant. She monitors and supervises her practice.

Quality of teaching, learning and assessment is good

The childminder is responsive to children's interest in books and reads to them with great enthusiasm. Children listen intently, pointing to pictures eagerly and happily sharing their ideas. The childminder provides puppets and props to hold children's attention and encourage their participation. She encourages children to join in with favourite songs to help support their growing language skills. The childminder follows the lead of children and extends their learning by asking questions and engaging in their play. Children develop their imaginations well. When they show an interest in animals, the childminder provides a pretend farm. She encourages children to name the animals and make the sounds that they make. The childminder promotes children's mathematical development well during their play. Children begin to learn to count and recognise colours and shapes.

Personal development, behaviour and welfare are good

The childminder forms warm and caring relationships with children. Children's emotional needs are well met. Children respond very well to the childminder's calm and nurturing approach. They develop strong social skills and demonstrate high levels of enjoyment during activities. The childminder offers children a gradual settling-in period, to help them to feel comfortable in her home. She encourages children to eat healthy snacks and meals and ensures that children spend plenty of time outside in the fresh air. Children's behaviour is good. The childminder encourages children to share, take turns and use good manners when they play. The childminder uses effective strategies to reinforce appropriate behaviour. For example, she provides children with plenty of praise and encouragement. The childminder makes good use of amenities in the local area, such as toddler groups, parks and soft-play centres. She plans a range of activities that help children to learn about the wider world beyond their own community.

Outcomes for children are good

Children communicate clearly, respond to simple questions and are confident when making their needs known. Younger children display a strong determination to do things independently. Children enthusiastically join in with action songs. They play imaginatively with small-world toys. Children gain the necessary skills they require for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY313252
Local authority	Sunderland
Inspection number	10078252
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	8
Date of previous inspection	13 March 2013

The childminder registered in 2005 and lives in Ayton Village, Washington. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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

