

# Childminder report

|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 2 July 2019   |
| Previous inspection date | 25 April 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Good | <b>2</b><br>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 works extremely well with other professionals, such as teachers and health visitors. She shares information to help ensure a shared approach to supporting children's learning.
- The childminder has a good relationship with parents. She gathers information from them about where children are in their learning when they first start. Good ongoing communication helps parents to know where children are in their learning.
- Children are very settled in the childminder's care. She works effectively with children and families to ensure her settling-in procedures meet their needs. Parents comment that she has children's well-being at the heart of everything she does. They say their children adore the childminder.
- The childminder supports children's communication and language effectively. She listens carefully and repeats and extends what children are saying. She seizes opportunities to extend children's vocabulary and engage them in conversations. This helps children to make good progress.
- The childminder does not use her assessments to identify precisely what children need to learn next in order to help children make even better progress.
- The childminder does not consistently build upon younger children's fascinations. As a result, they occasionally lack high levels of engagement.
- The childminder's evaluations are not precise enough to identify clear areas for development.

## What the setting needs to do to improve further

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

- use assessments to identify precisely what children need to learn next and help children make even more progress
- build more consistently on younger children's fascinations and help them become more deeply involved in their learning
- strengthen self-evaluation and identify precise areas for development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 monitors children's learning and generally identifies any gaps in their learning. For example, she works with families and other professionals, such as physiotherapists, when she identifies any areas where further support is needed. The arrangements for safeguarding are effective. The childminder has a good knowledge of 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 is keen to update her knowledge and skills and recent training has strengthened her knowledge of wider safeguarding issues.

### Quality of teaching, learning and assessment is good

The childminder knows children well and uses her skills and knowledge to provide enjoyable activities, overall. For example, older children enjoy playing with bubbles. They confidently compare the sizes of the different bubbles. The childminder supports children's play and learning. She demonstrates this when she plays alongside them and shows children how to use sand moulds. She seizes opportunities to develop children's mathematical understanding. For instance, she demonstrates counting as she fills the sand moulds. Children develop their imagination. Younger children pretend to cook and prepare meals as they play with toy food. Older children develop storylines in their play and take on the role of different people, such as shopkeepers. The childminder encourages children's independence. For example, she ensures her resources are easily accessible.

### Personal development, behaviour and welfare are good

Children develop a good relationship with the childminder and other children. Younger children laugh in delight as they play in the sand and compare their sandcastles. Older children return from nursery eager to play with their friends. They talk to each other and negotiate roles as they play in the pretend shop. Children demonstrate a very good awareness of the rules and boundaries within the childminder's home. For example, younger children are starting to learn that they must tidy up before getting something out. Parents comment that children demonstrate exceptional behaviour. The childminder helps children to understand how they can support their good health. Children enjoy a range of healthy meals. They try new foods and enjoy lots of praise. They enjoy playing in the garden where they have the space to be physically active or rest and relax.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. They confidently communicate their ideas and begin to ask simple questions. Older children use mathematical language to compare the sizes of objects. They begin to count with developing accuracy and recognise some numbers. They can write their name. Younger children choose and use resources confidently. They handle tools, such as pens, with increasing control. Children develop a good range of skills that prepare them well for the next stage in their learning.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY346400                                                                          |
| <b>Local authority</b>             | Redcar and Cleveland                                                              |
| <b>Inspection number</b>           | 10073824                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 7                                                                                 |
| <b>Date of previous inspection</b> | 25 April 2016                                                                     |

The childminder registered in 2007 and lives in Ormesby, Middlesbrough. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for free early years 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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

