

Childminder Report

Inspection date

25 April 2016

Previous inspection date

18 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 quality of teaching is good. The childminder considers children's individual abilities and incorporates their current interests when she plans for their learning. This helps to effectively engage them in activities and strengthen learning opportunities.
- The childminder actively involves parents in their children's learning and they contribute to assessments from the outset. This helps her to accurately identify what children already know and can do when they begin to attend and to plan quickly and effectively for their continued learning.
- The childminder effectively supports children's emotional well-being. She is extremely attentive and gives them lots of praise and encouragement. They develop a sense of pride and feel valued.
- The childminder has a calm and sensitive approach to managing children's behaviour. Children know what is expected of them and they learn to manage their feelings. This contributes to their consistently good behaviour.
- The childminder encourages children to persevere at activities and try to find solutions to simple problems. This helps them to develop resilience and a positive attitude towards learning which helps to prepare them for later learning in school.

It is not yet outstanding because:

- Occasionally, the childminder does not offer children enough choices and opportunities to select their own activities and lead their own learning.
- The childminder does not always fully consider the impact of the environment on children's learning and development. For example, low levels of natural light and background noise sometimes prevent children from paying close attention and engaging as effectively as possible 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:

- increase the opportunities provided for children to select and lead their own activities and support their natural curiosity and investigative skills to the highest levels
- ensure that the environment consistently promotes children's learning and development and supports them to fully participate and concentrate during their play.

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 observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She looked at relevant documentation, such as evidence of the suitability of people living and working on the premises.
- The inspector looked at written feedback from parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The childminder evaluates her practice and asks for parents' views on how she could improve her service. This helps her to identify priorities for development and improve outcomes for children. She also seeks opportunities to build on her current knowledge and experience, which contributes to her capacity to build upon her already good teaching skills. Arrangements for safeguarding are effective. The childminder has secure knowledge of the procedures to follow if she has a concern about a child in her care. Partnerships with other settings are well established. The childminder shares information with them and plans activities to enhance children's learning in school and nursery. This helps to provide a continuous approach and supports children to make good progress.

Quality of teaching, learning and assessment is good

The childminder demonstrates a good understanding of how children learn and develop through play. She observes children and uses her findings to plan challenging and enjoyable activities that support their progress across all areas of learning. She speaks clearly as she models new words and engages children in songs, games and rhymes. This helps to promote children's language development effectively. Children enjoy playing with sand and water that the childminder has set up for them. They experiment and explore as they pour and mould the sand, which promotes their creative and sensory skills. The childminder extends their learning as she uses words such as full and empty, more and less. This helps them to learn about mathematical concepts. Children show good problem-solving skills as they manipulate puzzle pieces to match pictures of farmyard animals.

Personal development, behaviour and welfare are good

The childminder has a nurturing approach. She develops close relationships with children and also offers support to parents. This contributes to the way children settle very quickly into her care. The childminder supports children's physical development and well-being effectively. Children spend much of their time outdoors and are provided with healthy and nutritious meals and snacks. She teaches children about different cultures and beliefs in their community and the wider world. This helps them to learn about the needs, feelings and beliefs of others. The childminder encourages children to attempt tasks themselves before offering help. For instance, even young children learn to climb down the steps of the trampoline without support. This promotes their self-confidence and independence, which helps to prepare them for when they move on to the next stage of their learning.

Outcomes for children are good

All children, including those in receipt of early years funding, make good progress in their learning. They demonstrate an interest in a wide range of activities and they develop a sense of pride and achievement in their own abilities. This contributes to the high levels of confidence and motivation that they show during activities and they develop a positive attitude towards their learning. Children explore words and numbers from an early age, for instance, as they join in with number rhymes and songs and enjoy sharing books. This helps them to develop key skills in literacy and mathematics which help to prepare them for when they progress on to school.

Setting details

Unique reference number	EY346400
Local authority	Redcar & Cleveland
Inspection number	1042356
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18 July 2012
Telephone number	

The childminder was registered in 2007 and lives in Ormesby in Middlesbrough. She operates all year round from 7.45am to 5.45pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding for free early years education for two-, three- and four-year-old children.

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