

Childminder Report

Inspection date

7 September 2016

Previous inspection date

17 December 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 childminder provides a warm, welcoming and stimulating environment where children have access to a good range of easily accessible resources. They make independent choices as they play.
- The childminder has a good understanding of the learning and development requirements and how to monitor, track and plan to help all children make good progress.
- Children behave well. They are given clear guidance about the childminder's expectations for behaviour. She is a positive role model. She teaches children to share, take turns, be tolerant of others and have good manners.
- The childminder promotes children's physical skills according to their ages and stages of development. She does this through a wide variety of interesting and challenging experiences, including outings in the local community.
- The childminder takes time to get to know the children so they feel safe and emotionally secure in a welcoming environment. Children form close attachments with the caring childminder and build strong friendships with other children.

It is not yet outstanding because:

- Sometimes, the childminder misses opportunities during children's play to extend and build on their mathematical learning.
- Self-evaluation processes are not fully developed to include the views of parents.

What the setting needs to do to improve further

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

- make better use of everyday opportunities to further extend children's understanding and enjoyment of early mathematics
- develop self-evaluation processes further and include the views of parents.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of adults within the home.
- The inspector took account of parents' written comments.

Inspector

Eileen Grimes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is fully aware of the procedures to follow if she has concerns about a child in her care. She carries out thorough risk assessments to keep children safe in all areas of her home and on outings. The childminder monitors children's progress through tracking their ongoing development. She is effective in seeking early intervention for children when necessary. The childminder evaluates the quality of her work and plans for future developments. She accesses training and analyses the impact of this on her practice. The childminder develops strong partnerships with parents, professionals and schools to promote a consistent approach to children's care, learning and development. Children's achievements are celebrated with parents, who feel very well informed and involved in their children's learning.

Quality of teaching, learning and assessment is good

The enthusiastic childminder provides children with exciting activities and experiences that engage them and motivate them to learn. Learning is fun and children are excited to join in with activities led by the childminder and those they choose for themselves. Children initiate imaginative play. They make cups of tea and then, using spoons, investigate with the different sounds of metal, wood and plastic. The childminder places a strong emphasis on communication and language, and understanding the natural world during teaching and learning opportunities. For example, she sings songs with children and is skilled at asking questions and encouraging children's responses. There are opportunities to practise early writing and reading skills, such as through exploring a range of books to encourage children's interest in written words.

Personal development, behaviour and welfare are good

Children benefit from their close and supportive relationships with the childminder. She tailors her routines to reflect the preferences and needs of children. For example, she organises snack and mealtimes to accommodate children's sleep patterns. Children play together well and show they care about each other. The childminder supports healthy eating effectively. She encourages children to try a broad range of nutritious foods to widen their diet and support their healthy growth. The childminder offers a wide range of opportunities to help children learn about the world around them. This encourages them to respect and value each other's differences.

Outcomes for children are good

All children learn to be independent, develop good social skills and enjoy learning through play. They learn to share, wait to take their turn and use good manners. They are confident, active and show the characteristics of effective learning. All children make good progress from their starting points and are developing the necessary skills to support their future learning.

Setting details

Unique reference number	EY350540
Local authority	Sunderland
Inspection number	1059751
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	17 December 2012
Telephone number	

The childminder was registered in 2007 and lives in Houghton-le-Spring. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
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