

Childminder report

Inspection date	5 February 2019
Previous inspection date	19 August 2015

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

- Partnerships with parents and other settings are effective with regard to exchanging information in order to ensure continuity of care and learning for children. Parents share very positive views about the service that the childminder provides.
- The childminder effectively evaluates her provision and includes the views of parents and children. She is able to identify clear targets for improvement that help to improve outcomes for children.
- The childminder assesses children's skills and knowledge accurately when they first attend her setting. She liaises closely with parents to obtain a detailed picture of children's abilities and routines. This enables the childminder to guide and support their progress from the outset.
- The childminder places a strong focus on developing children's communication and language skills. She talks to them constantly and asks them questions to encourage their learning.
- The childminder is kind and caring. She forms strong relationships with children and attends to their needs promptly. Children thoroughly enjoy their time with the childminder and demonstrate good levels of self-esteem.
- The childminder effectively supports children's understanding of how to manage risk and helps them to learn how to stay safe in her home and on outings.
- Although the childminder's skills and knowledge are good, she does not make effective use of all opportunities to extend her professional development further.

What the setting needs to do to improve further

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

- make greater use of ongoing professional development opportunities to extend knowledge and skills even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 with the children during the inspection.
- The inspector took account of the views of parents from discussions and from the written feedback provided.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of the signs of abuse and neglect, and her duty to prevent children being drawn into situations that put them at risk. She knows the local referral procedures to follow if she is concerned about a child. The premises are safe and secure. The childminder has good systems in place to monitor children's progress and help ensure any gaps in their learning are identified and swiftly addressed. Parents speak highly of the childminder and are particularly impressed with the progress their children make while in her care.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of each child's developmental stage and needs. She plans children's learning effectively and uses good teaching skills to adapt activities to keep children challenged and interested. The childminder is an attentive teacher and good role model. She sits alongside children, plays with them and joins in their games. She skilfully seizes opportunities to suggest ideas and extend learning. For example, as a toddler tries to thread beads onto a string, the childminder asks if she can hold the bead so they can insert the string. This approach helps to promote children's physical coordination, concentration and a sense of achievement effectively. The childminder encourages younger children to develop their mathematical skills in daily activities. For example, she counts with children and helps them learn about shapes, colours and size.

Personal development, behaviour and welfare are good

Children behave well. The childminder shares her expectations with children, such as by providing reminders to help them understand what acceptable behaviour is. She helps to promote children's good health. For example, she ensures that children have regular opportunities to enjoy and learn about the benefits of fresh air and exercise. She teaches young children about the importance of good hygiene and they help her with tasks, such as tidying their toys. The childminder encourages children to be independent and to make their own choices about what they would like to play with. Children take part in activities to learn about different festivals, which help to support their understanding of each other's differences and similarities.

Outcomes for children are good

Children are interested and motivated to learn. They engage well in their play and confidently make their own choices. Children develop good skills that prepare them well for their next stage of development and move on to school. They hold pens and make marks in preparation for early writing. Young children use their imagination as they engage in role play. For example, they enjoy wearing dressing-up shoes and play with dolls.

Setting details

Unique reference number	EY415148
Local authority	Sunderland
Inspection number	10066187
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	12
Date of previous inspection	19 August 2015

The childminder registered in 2010 and lives Hallfarm, in Sunderland, Tyne and Wear. The childminder cares for children all year round from 7.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. She receives funding for the provision of early education for 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

