

Childminder Report

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| Inspection date | 25 August 2015 |
| Previous inspection date | 22 April 2010 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Outstanding | 1 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- The childminder is well qualified and committed to continually extending her knowledge and understanding through training. She is reflective, evaluative and takes into account the views of children and parents to aid development planning.
- Children are excited to learn in a vibrant, inviting and developmentally appropriate indoor and outdoor environment. Children take daily exercise outdoors and show an excellent understanding of how to make choices, which promote healthy lifestyles.
- The childminder has a very good knowledge of the Early Years Foundation Stage. Children are provided with a broad range of experiences across all seven areas of learning.
- The childminder works very effectively in partnership with parents to support children's learning and development at home. Parents are very well informed about children's progress and achievements.
- The childminder has an excellent knowledge of safeguarding procedures and her practice reflects this. The childminder understands her duty to keep children safe from harm and knows what action to take if she has concerns about a child's welfare or development.
- The childminder understands how to help children be ready for school. She helps children gain skills, which enable them to continue to make good progress as they move on. The childminder hands over high-quality information about children's learning, development and care needs when they leave.

It is not yet outstanding because:

- Occasionally, children are not encouraged to find their own solutions to mathematical problems.
- Opportunities for parents to share children's learning at home are not yet fully maximised.

What the setting needs to do to improve further

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

- enhance opportunities for mathematical problem solving
- extend ways in which parents can share information about children's learning at home.

Inspection activities

- The inspector viewed all areas of the setting used for childminding.
- The inspector viewed a sample of documentation, including health and safety policies and procedures, children's records, learning journals, assessment files, self-evaluation and development planning.
- The inspector checked the suitability of all members of the household.
- The inspector undertook a joint observation with the childminder.
- The inspector observed children and assessed the quality of teaching.

Inspector

Julia Matthew

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is consistently good and as a result, all children make good progress from their starting points. Children delight in engaging in a variety of interesting, educational and fun activities with the childminder. She interacts with them, extending their understanding and ensuring that they have lots of opportunities to share their thoughts and ideas. Communication and language development is promoted well. Children chatter to each other and the childminder as they play. The childminder makes links to their lives at home and the things that interest them. This helps children feel valued and raises their self-esteem. Children are able to spend long periods of time in uninterrupted play. The childminder is flexible and alters her plans in response to children's changing needs. Generally, children are very well supported to develop an understanding of numbers, space, shape and measurement. However, occasionally children are not given the opportunity to solve mathematical problems for themselves.

The contribution of the early years provision to the well-being of children is outstanding

Children are extremely well cared for in this warm, well-organised and homely setting. The childminder has an excellent knowledge of children's individual needs, likes and dislikes and provides the environment they need to flourish and thrive. She is highly intuitive and sensitive to children's moods and offers stability and security when they feel anxious or unsettled. Children form extremely strong bonds with the childminder, who is an excellent role model. She treats children with respect and ensures that they are considerate of each other and their surroundings. Behaviour is outstanding. Children play cooperatively and look after each other. They enjoy taking some risks as they play. The childminder is vigilant, ensuring children are safe and encouraging them to assess risk for themselves. This helps them develop independence, resilience and a positive attitude when faced with new challenges. Children are extremely well supported when they start in the setting. The childminder is very flexible and will alter her practice and the organisation of her day to help children settle. She holds the needs of children and their families in the highest regard and builds strong, productive partnerships with parents.

The effectiveness of the leadership and management of the early years provision is good

The childminder has robust systems in place to promote health and safety. She completes risk assessments and uses these to reduce hazards in the setting and on outings. The childminder regularly meets with childminder colleagues and other professionals. This has a positive impact on her practice and ability to meet children's needs. Regular observations are used to make accurate assessments of children's achievements. The childminder knows each child's developmental stage and next steps in learning. Focused planning helps children make good progress and regular reviews highlight gaps in learning, which are quickly addressed. The childminder is committed to engaging parents so that they can share children's learning at home. However, she has recognised that opportunities for this are not yet fully maximised.

Setting details

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| Unique reference number | EY343664 |
| Local authority | Hartlepool |
| Inspection number | 863007 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 9 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of provider | |
| Date of previous inspection | 22 April 2010 |
| Telephone number | |

The childminder was registered in 2006 and lives in Hartlepool, County Durham. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder has an early years qualification at level 3. The childminder provides funded education for two-year-old children.

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