

Childminder report

Inspection date: 4 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are confident learners and settle quickly. The childminder builds positive relationships with children and families from the start. She gathers information from parents about what their children know and can already do. This helps the childminder to plan activities appropriate to children's needs and interests. Children form strong friendships with one another and play in harmony. They share ideas and follow their own imagination during play. For example, children show an interest in role-play activities. They use the resources available, such as pretend hospital tools and equipment. Children act out taking each other's blood pressure and caring for their dolls. This helps to promote their creative skills.

Children behave extremely well. They show high levels of respect towards others and use good manners. This helps children to develop excellent social skills. The childminder demonstrates high expectations for children. She teaches them the importance of developing good levels of independence. Children help to tidy away equipment and take part in tasks appropriate to their age. Furthermore, they learn to dress themselves. Children put on their own costumes and offer support to others to help fasten zips. They develop the skills needed for their eventual move on to school.

What does the early years setting do well and what does it need to do better?

- Children have excellent opportunities to participate in physical activities. For instance, the childminder takes them to a gymnastics session every week. Children learn how to move their bodies in various ways and learn different techniques, including balancing and jumping.
- Children spend long periods of time engaged in activities. They explore dough and use various tools and cutters to create different models. Children talk with enthusiasm to the childminder about what they are making. They carefully cut out different shapes from the dough and learn to count how many more pieces they need. Furthermore, children complete number jigsaws and talk about the different shapes they recognise during outings. This helps to promote children's mathematical understanding.
- The childminder works closely with the local schools where children attend. She discusses what children are learning and builds this into her practice. This helps to provide a continued approach to children's learning. Children make good progress in all areas of their learning.
- Children have opportunities to learn about the differences and similarities between themselves and others. The childminder provides children with opportunities to develop an understanding of different cultures and traditions from around the world. Children show that they feel valued and listened to. This helps to promote their self-esteem.

- The childminder engages children in conversation and shows an interest in what they are doing. Children recall special events at home. For example, they talk about their dad's birthday and make celebration cards. In addition, children show an interest in familiar stories and rhymes. This helps to promote their communication and language skills.
- The childminder identifies areas of development within her provision. She intends to continue her own professional development to help add strength to her existing good practice and to help promote further challenge to children's play.
- Children have excellent opportunities to develop an understanding of the natural world. They take part in exciting adventures in woodland areas. Children recall with enthusiasm different insects and items they found. They join in with conversations and recall their learning. Children use pens and pencils to record a list of things they found on their adventure. This helps to develop their literacy skills.
- The childminder shares regular information with parents. She talks to them about their children's learning needs and shares regular assessments with them. The childminder provides opportunities for parents to continue their children's learning at home. She offers activity ideas and suggested events.
- The childminder talks to children about the importance of keeping themselves healthy. Children develop excellent self-care skills and are provided with healthy options during mealtimes. The childminder talks to children about the importance of following good hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of how to promote safe practices within her setting. She has an impressive knowledge of safeguarding procedures and the steps to follow in the event of a concern about the welfare of a child. The childminder supervises children well and is alert to any potential hazards in the environment. She provides a safe and secure setting for children to grow and learn. The childminder is aware of wider safeguarding issues and the impact on children's well-being. She is clear on her responsibilities to promote children's safety and is aware of the procedure to follow in the event of an allegation made against her.

What does the setting need to do to improve?

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

- review ways to extend practice that help to provide further challenge to children and help them make the best possible progress.

Setting details

Unique reference number	318847
Local authority	Newcastle upon Tyne
Inspection number	10117023
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 February 2015

Information about this early years setting

The childminder registered in 1992 and lives in Newcastle Upon Tyne. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Emma Allison

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an 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 and took into account the views of parents.

We carried out this inspection 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.

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