

Childminder Report

Inspection date

22 May 2017

Previous inspection date

7 January 2015

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 has been minding children for many years and continues to deliver a high-quality provision. She shows a strong commitment to her role and she seeks to continually improve her practice.
- The childminder liaises effectively with parents to ensure that children's dietary needs are well met. The childminder provides healthy meals and snacks for the children.
- Partnerships with parents are good, overall. Parents share very positive views about the provision and value the ongoing feedback that they receive from the childminder. They identify the good progress that their children are making.
- Children play in a warm and welcoming environment where they develop a close relationship with the childminder who effectively supports their emotional well-being.
- The childminder uses observations and assessments to help her monitor children's development. Overall, the information is used well to plan activities that build on what children can do.

It is not yet outstanding because:

- The childminder does not gather information from parents about what children can already do when they first start, to inform planning of activities and experiences from the outset.
- The childminder has not fully considered how to provide a range of opportunities to help children to learn more about the wider world, including different cultures.

What the setting needs to do to improve further

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

- extend information gathering from parents, particularly to include children's prior knowledge and skills when they start at the setting, to help plan for their next steps in learning
- provide more opportunities for children to learn about other cultures and further develop their awareness of diversity.

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 took account of the views of parents through written feedback provided.

Inspector

Rachel White

Inspection findings

Effectiveness of the leadership and management is good

The childminder maintains a safe environment and supervises children well. She knows the procedures to follow should she have concerns about any child in her care. Safeguarding is effective. Policies and procedures are updated to ensure that they comply with current requirements and underpin the childminder's good practice. The childminder accesses and seeks training to improve her practice and further her knowledge and skills. She evaluates her setting through meeting with other childminders to share good practice. The childminder regularly evaluates assessments of children's learning. She identifies gaps and provides targeted support to ensure children continue to make good progress. The childminder has established links with the local schools and other professionals to ensure continuity of care.

Quality of teaching, learning and assessment is good

The childminding setting is very much led by the children. The childminder gets down to the children's level and joins in their play with enthusiasm to promote their enjoyment and motivation to learn. She listens attentively and models language well. For example, she encourages young children's babble as she reads to them while they cuddle up to listen. Furthermore, she asks simple questions and the children respond and point to the pictures. Young children have fun playing with a large soft ball as they chase it round the floor, passing it back and forth to the childminder.

Personal development, behaviour and welfare are good

Children develop secure relationships with the childminder. They settle quickly and feel happy and confident in her care. Parents comment how reassuring it is that their children enjoy being with the childminder and how quickly they grow in confidence and independence. She liaises with parents about children's food requirements to support children's good health. The childminder helps children to develop their activity levels. For instance, young children experience outdoor walks and explore play equipment to help support their physical development.

Outcomes for children are good

Children make good progress in their learning in relation to their starting points. They are well supported and are developing the key skills they need to prepare them for future learning. Younger children are developing their physical and emotional skills well and have formed strong attachments to the childminder. They are happy and naturally curious, exploring their environment with confidence. They practise their early walking skills as they cruise around the furniture.

Setting details

Unique reference number	318863
Local authority	Newcastle
Inspection number	1090894
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	7 January 2015
Telephone number	

The childminder was registered in 1992 and lives in Kingston Park, Newcastle upon Tyne. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She works as a co-minder alongside her husband. The childminder holds an appropriate level 3 qualification.

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