

Childminder report

Inspection date	25 July 2019
Previous inspection date	26 March 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

- Children make good progress in their learning and development. The childminder challenges them with new experiences and builds on what they know and can already do. This helps to prepare children well for their next stage in their learning.
- The childminder provides a welcoming and stimulating environment for children. They move around freely and choose toys from the good selection available to them. The childminder skilfully enhances children's learning as they play.
- Children are settled and have formed good attachments with the childminder. They show that they feel safe and emotionally secure in her care. All children demonstrate good levels of confidence as they investigate and try new experiences
- All children behave well. The childminder develops children's self-esteem well. Children are encouraged to show kindness to each other and are continually praised for their achievements.
- The childminder deepens children's communication and language skills well. She talks with children constantly, asks meaningful questions and provides a commentary to describe what they are doing.
- Parents are provided with information about their children's care and learning. They are very happy with the service provided and comment that their children thrive in the childminder's care.
- The childminder makes sure that all her mandatory training is kept up to date. She regularly meets with local childminders to share ideas about activities. However, the childminder does not have a targeted programme of professional development in place to help raise the quality of teaching further.
- Information-sharing between settings children also attend is not fully effective in supporting continuity in their learning experiences.

What the setting needs to do to improve further

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

- focus more precisely on how professional development opportunities can be used to raise the quality of the already good practice to an outstanding level
- share information about children's development with other settings they also attend, to provide continuity in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She jointly evaluated an activity with the childminder.
- The inspector viewed the areas in the home used for childminding.
- The inspector held discussions with the childminder. She looked at a sample of relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Melanie Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of the procedures to follow should she have a concern about a child's welfare. She is confident in local reporting procedures. The childminder carries out regular checks of her home to help ensure that all potential hazards or risks are minimised. She closely monitors and supervises children to make sure that she keeps them safe and secure. The childminder reviews her practice and gains the views of parents to help her improve further. She has plans to extend her professional development.

Quality of teaching, learning and assessment is good

The childminder observes children as they play and has a strong understanding of each child's individual interests. She assesses children's development and plans a wide range of opportunities to meet their individual learning needs. Babies delight in exploring large brushes and paint. They concentrate intently as they move the brushes and watch the marks they leave. This helps to develop their coordination in preparation for early writing. Older children give meaning to their artwork, commenting on the 'beautiful rainbow' they have painted. Children develop good physical skills. They use tools with increasing control, for example using scissors to cut string during creative activities. The childminder promotes children's curiosity well through sensory play. Young children use their fingers to explore the texture of paint and delight in catching bubbles. The childminder encourages younger children to develop their language, using puppets and songs to interest them. Children choose their favourite song and join in very cooperatively with the actions and rhymes.

Personal development, behaviour and welfare are good

The childminder is caring, nurturing and affectionate. Children are very confident and have good social skills. The childminder provides them with age-appropriate tasks. Children are eager to help and demonstrate that they are very familiar with the daily routine. They have daily opportunities for fresh air. The childminder takes children to the park and for walks in the local community. Children enjoy a variety of visits to local community groups where they meet with other childminders and their children. This provides them with opportunities to meet with other children in a larger group and develop their social skills. The childminder provides good levels of care for children. For example, she recognises when they become tired and encourages them to rest. The childminder encourages children to be healthy. She reminds them to drink water frequently and eat fruit for their snack.

Outcomes for children are good

Children achieve typical levels of development and exceed these in some areas of learning, such as communication and language. Pre-school children show motivation in early writing and begin to write their names. Babies begin to communicate and babble happily to make their needs known. Older children are confident to share their opinions and tell the childminder what they like to do. Children are encouraged to help with tidying up once they have finished with an activity. They use good manners and understand what is expected of them.

Setting details

Unique reference number	318980
Local authority	Newcastle upon Tyne
Inspection number	10106250
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 March 2015

The childminder registered in 1999 and lives in Heaton, Newcastle upon Tyne. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides early funded education for two-, three- and four-year-old children.

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