

Childminder Report

Inspection date

4 October 2017

Previous inspection date

30 December 2014

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

- Children are motivated to learn. The childminder uses her skills and knowledge well to plan activities to support children's emerging interests. This helps young children to become deeply engaged in their learning.
- Children have a very good relationship with the childminder and other children. Young children seek out the childminder to play with them or look at books.
- Children make good progress in their learning. The childminder uses her assessments effectively to plan for what children need to learn next.
- The childminder works extremely well with local schools. The relationship between the school and childminder is based upon mutual trust. This helps the childminder to support children's learning extremely well.
- The childminder has a good relationship with parents. Parents are well informed about where children are in their learning and understand how they can support them further.
- Children behave well. The childminder has clear rules and routines which she consistently reinforces.

It is not yet outstanding because:

- The childminder does not focus her self-evaluation as sharply as she could on the quality of teaching to raise her practices even further.
- Sometimes the childminder does not make the best use of all opportunities to help children to talk about why things happen and how things work.

What the setting needs to do to improve further

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

- strengthen self-evaluation to focus more precisely on raising the quality of teaching even further
- make better use of all opportunities to help children talk about why things happen and how things work.

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 reviewed some relevant documentation. She also discussed the childminder's self-evaluation.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector checked evidence of the childminder's qualifications and evidence of the suitability of all adults living on the premises.?

Inspector

Elizabeth Fish

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder, along with her co-childminder, places a high priority on children's safety. Thorough risk assessments ensure that the premises are very safe. The childminder has a good understanding of the procedures to follow if she has a concern about the welfare of a child in her care. She ensures information, such as parents' contact numbers, is correct. The childminder attends all mandatory training. She has identified further training that will help improve her own practice further, overall. The childminder monitors children's learning well and takes effective action to identify and address gaps in their learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder supports children's learning effectively, overall. She seizes opportunities to promote children's mathematical understanding as they talk about the size and quantity of different objects. The childminder understands the importance of learning through play. She plays alongside children and demonstrates new skills to them. For example, she demonstrates how to use various tools during a modelling activity. The organisation of the environment enables children to follow their own interests. For example, older children select books to look at while younger children play with the trains. The childminder supports children's communication and language effectively. She listens carefully to older children and encourages their early conversation skills. She skilfully adapts her language for younger children to expand their rapidly growing vocabulary.

Personal development, behaviour and welfare are good

Children are emotionally secure. They are happy and settled in the childminder's care. Parents comment that children are part of the family. Children learn to play alongside each other and are helped to share and take turns. Older children develop a good awareness of the needs of younger children. They offer their assistance to younger children to remove shapes that they have made in play dough. A high priority is placed on settling children into nursery when the time comes. For example, the childminder looks at books and visits the nursery with children. She also talks to the teacher prior to children starting school to ensure their personal, social and emotional needs are met when they first start attending. Children have access to fresh air and exercise.

Outcomes for children are good

Children gain a good range of skills that prepares them well for the next stage in their learning. They are confident and enthusiastic learners who work at typical levels for their age. Children make good progress in their physical development. Children learn how to keep themselves safe indoors and outdoors. Older children learn how to use tools safely and with control. They also learn how to count accurately. Younger children learn to talk about the sizes of different objects. They confidently use mathematical terms, such as 'big', 'small' and 'more'.

Setting details

Unique reference number	502237
Local authority	Newcastle
Inspection number	1103827
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	30 December 2014
Telephone number	

The childminder registered in 1989. She lives in Gosforth. The childminder works with a co-childminder. The childminder operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

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