

Inspection date

26 March 2015

Previous inspection date

19 November 2009

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		Good	2
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 has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She recognises how children learn through their play. Completed observations and assessments effectively inform children's next steps in their learning and development. This ensures that children make good progress.
- The childminder is sensitive and caring, responding to children's needs as they arise. Children thrive because their physical and emotional needs are well met. Consequently, strong attachments are forged between the childminder and children.
- Partnerships with parents and carers are well established. From the outset, the childminder gathers important information about their children's care needs and development. She liaises consistently with parents and carers to ensure there are shared learning opportunities between home and the setting. This promotes consistency in care and learning.
- The childminder has a clear understanding of the procedures to take to safeguard children. Policies and procedures are implemented consistently and robust risk assessments help to minimise hazards.
- The childminder is self-reflective, researching different websites to help her develop her practice and improve any documentation.

It is not yet outstanding because:

- The range of fiction and non-fiction books and magazines is not very broad and they are not always readily available for children to access independently.
- Resources and images reflecting positive images to teach younger children about diversity, disability and other communities and traditions are not widely available.

What the setting needs to do to improve further

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

- enhance the environment further by ensuring that children can always independently access a wider variety of reading materials, such as fiction and non-fiction books and magazines
- provide even more resources and opportunities to enhance children's understanding of the wider society in which they live, for example, posters, dressing-up clothes, jigsaws and books.

Inspection activities

- The inspector viewed the areas where children play, indoors and out.
- The childminder discussed aspects of policy and practice with the childminder.
- The inspector viewed completed parental questionnaires, taking their views into account.
- The inspector checked the evidence of qualifications and the suitability of the childminder.
- The inspector viewed a wide range of documentation, including children's learning files, relevant policies and procedures, the childminder's action plan and evidence of training attended.

Inspector

Janice Caryl

Inspection findings

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

The childminder offers a wide range of activities and experiences, both indoors and out. She understands how to differentiate activities to suit children's individual needs. Furthermore, she understands how to build and extend children's learning so that they make good progress. For example, young children show an interest in emptying boxes and climbing in and out of them. They are delighted when the childminder involves them in creating a car out of a cardboard box. This combines their interest in transport with that of their pattern of play, for example, emptying and filling. The childminder provides further books and resources to maintain children's interest. However, these are chosen and provided by the childminder, rather than by the child. Furthermore, the range of reading materials is not extensive and they are stored in a cupboard. This means they are not as freely available for younger children. The childminder liaises closely with parents and carers, sharing observations and assessments to monitor children's development. She effectively works in partnership with parents, helping prepare children physically and emotionally for nursery or school.

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

The childminder lays positive foundations to establish close bonds with children and families from the outset. She visits children in their own home before starting at her setting. Consequently, children settle quickly with her and are content, happy and self-motivated when they come to play. Younger children are supported in taking turns and sharing and older children are involved in setting and maintaining their own ground rules. As a result, children are well behaved and learn to develop good social skills. The childminder ensures that the indoor and outdoor environment is well resourced and stimulating. She teaches older children about the wider world, including similarities and differences, for example, by learning about some cultural events. However, there are fewer opportunities and resources available to teach younger children about diversity and disability through everyday play experiences.

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

The childminder's qualifications and recent training and research have a positive impact on her practice and outcomes for children. She has a good understanding of child development. As a result, she monitors children's progress accurately and she keeps children safe and well protected. The childminder is clear about what she would do should she have a concern about a child's welfare or development. The childminder liaises and shares good practice with other childminders in the area, which helps to improve her skills further. The childminder has good links with local schools and nurseries. These established links help when supporting children as they move on in their learning. The childminder demonstrates her commitment to maintaining and improving standards through the implementation of an action plan. Consequently, children's needs are well met and standards remain high.

Setting details

Unique reference number	506942
Local authority	Northumberland
Inspection number	869311
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	19 November 2009
Telephone number	

The childminder was registered in 1993 and lives in Prudhoe, Northumberland. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3.

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