

Childminder Report

Inspection date

15 April 2016

Previous inspection date

21 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 quality of teaching is good. Individualised planning helps to ensure that future learning experiences are tailored to children's specific needs and interests. This helps to build upon children's prior learning and contributes to them making good progress across all areas of learning.
- The well-qualified childminder aspires to improve. Her commitment to focused training and research demonstrates her passion to advance. Comprehensive training logs show how the childminder applies her extended learning in practice, helping to ensure that children have access to high-quality care and learning.
- The childminder acts as a good role model, being polite, kind and well mannered, to help children to learn what they live. She continuously promotes sharing and is on hand to intervene to resolve any potential conflicts that may arise. This contributes towards children adopting a positive and respectful ethos when engaging with others.
- Partnerships with parents are strong. The childminder uses effective strategies to engage parents both within the setting and at home. Informative daily diaries and monthly reviews keep parents informed of their children's progress and next steps and offer ideas on how to extend children's learning at home.

It is not yet outstanding because:

- The childminder does not share information relating to children's progress rigorously enough with other settings that they attend, to complement children's learning to the very highest level.
- The childminder does not provide enough opportunities for older children to join in with repeated refrains during stories, to help extend their early literacy skills.

What the setting needs to do to improve further

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

- strengthen partnerships with other settings that children attend and share information relating to children's progress more rigorously to expertly complement their learning to the very highest level
- enhance story time routines and provide more opportunities for older children to join in with repeated refrains and familiar rhyming strings to help to extend their early literacy skills.

Inspection activities

- The inspector had a tour the areas of the premises used for childminding.
- The inspector observed children during their freely chosen and routine activities.
- The inspector conducted a joint observation with the childminder during a planned activity.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector examined a range of documents. These included, evidence of suitability, a record of the childminder's qualifications and training, self-evaluation documents, policies and procedures, risk assessments, and children's observation and assessment records.
- The inspector took account of the views of parents, from comments noted on the provider's own parent feedback forms and reference letters.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedures to follow to protect a child's welfare. Effective supervision, secure areas and thorough risk assessments help to ensure that children remain safe at all times. The childminder keeps abreast of any current new issues relevant to children. For example, during outbreaks of childhood illnesses, such as scarlet fever the childminder conducts further research and provides factsheets on what signs to look out for to help keep children safe. The childminder values the feedback that she receives from parents and children. She carefully collates this information, which drives a prompt review of her practice, demonstrating her commitment to continued improvement. Successful tracking of children's progress ensures that any gaps in learning are swiftly identified and supported through early interventions.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children. She uses the information from her accurate and detailed observations and assessments of children's learning to good effect, to support children's continued progress. Babies enjoy using their senses to explore the sounds that different musical instruments make. They use available tools, such as beaters to tap out their own tunes and begin to sing along to familiar songs with confidence. Older children demonstrate good speaking skills when using pretend resources to communicate with special people. Effective questioning techniques help children to think for themselves and recall past events. The childminder fully promotes children's physical development. For example, babies develop good hand-to-eye coordination when rolling balls back and forth and older children actively learn how to connect various resources together during play.

Personal development, behaviour and welfare are good

Children form good relationships with the friendly childminder during settling-in sessions that are tailored to their needs. The continued encouragement, support and praise children receive helps them to develop the confidence to have a go when attempting to develop a new skill. The childminder is fully responsive to children's needs. She recognises when children are upset and works hard to assure them so that they are happy and settled. For example, she sensitively assures children who are returning to pre-school following the holidays and offers time for them to relax and unwind after their busy day. The childminder provides daily access to the outdoor environment to promote children's good health. Children enjoy exploring the natural world to search for signs of spring and have fun beginning to manage small risks when jumping over the low-level garden fences.

Outcomes for children are good

All children make consistently good progress in their learning and development. Children are happy and confident in the childminder's care. Babies feel self-assured and explore their environment with pleasure and positivity. Older children are motivated and enthusiastic learners who make many independent choices. Children develop the ability to make new friends when attending different social groups. Their close involvement with the

local community helps them to understand the importance of respecting and helping others. This prepares children well for their next stages in learning, including school.

Setting details

Unique reference number	507069
Local authority	Northumberland
Inspection number	1044500
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	21 November 2014
Telephone number	

The childminder was registered in 1998 and lives in Barrasford, Hexham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder also offers occasional weekend care in accordance with parents' needs. The childminder holds an appropriate qualification at level 6 with an Advanced Degree in Early Years Practice. She provides funded early education for two-, three- and four-year-old children.

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