

Childminder report

Inspection date: 23 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder gets to know the children in her care very well. Children have close bonds with her and seek her attention with activities and for reassurance. They are happy, settled and confident. The childminder ensures that she has a detailed knowledge of children's routines and adheres to these. Children are keen to help with tasks as they tidy activities away and preparing the table for snack and lunch. The organisation of the environment allows them to lead their own play and make choices about their activities and resources. Children are enthusiastic in their play and motivated to learn.

Ongoing observations of children's development enable the childminder to quickly identify their next stage of development and identify gaps in their learning. She gets down to children's level and is playful in her interactions, which in turn stimulates them to join in. For example, the childminder develops young children's imagination as they dress up and play various roles. They develop mark-making skills as they draw and make hedgehogs using a range of resources. From an early age, children show a keen interest in books as they are keen to read stories to each other.

What does the early years setting do well and what does it need to do better?

- The childminder supports children's communication and language skills well. She models language well as she speaks clearly and uses suitable wording. However, at times, the childminder does not give children enough time to respond to her skilful prompts and questions.
- Partnerships with parents are well established. The childminder ensures that parents are kept well informed about every aspect of their child's care and education. She shares details of children's progress and how to support and extend their development at home. However, she has not found successful ways to engage parents consistently in her self-evaluation to help identify further areas for improvement.
- Children develop strong bonds with the childminder from the outset. She is kind and sensitive to their needs. The childminder quickly notices when children are tired or hungry and responds quickly to their individual needs. Care routines are implemented well. The childminder helps children to settle quickly and feel secure, which promotes their emotional well-being effectively.
- The childminder promotes children's understanding of the natural world well. She talks to them about what they can see, hear and feel during activities. For example, children explore the different textures as they look at animal books. Children's physical health is supported well as they enjoy many opportunities to play outside and to develop their physical skills in the garden or when visiting local parks.

- The childminder reflects on her practice and the service she provides. She undertakes training to enhance her skills further and has forged strong links with other providers in her area, who help to support her in her work. The childminder works in partnership with other settings that children attend to enhance children's experience and maintain continuity in their learning.
- The childminder takes children on regular outings into the community and local area to teach them about the wider world. Children have regular opportunities to develop their social skills. They attend a range of local groups where they develop friendships with other children. This supports them in readiness for moving on to nursery and school.
- The childminder supports children in learning how to follow simple instructions. She asks them to put away resources they have finished playing with and if they are ready to play a marching game. Children confidently ask a voice-activated speaker to play 'walking in the jungle' for them to move to. They giggle as they imitate the animal movements, singing as they move around the room.
- Children make friends and play together well. Toddlers smile with pleasure when older children join them to play. The childminder helps them to recognise their friends as individuals and to show respect to one another. Children benefit from a consistent approach from the childminder. They listen to her and demonstrate good behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good knowledge and understanding of the signs of abuse that may indicate that a child is at risk of harm. She knows how to report any concerns she has about children's welfare. The childminder understands wider safeguarding issues, such as situations where children may be exposed to extreme views or behaviours. She ensures that she keeps up to date with changes in legislation through training and regular updates from the local authority.

What does the setting need to do to improve?

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

- give children plenty of time to respond to questions and promote their thinking and language skills even more effectively
- enhance the self-evaluation process and involve parents more fully in identifying where aspects of the provision can be improved.

Setting details

Unique reference number	510132
Local authority	Northumberland
Inspection number	10117043
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	10 April 2013

Information about this early years setting

The childminder registered in 2000 and lives in Cramlington. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Eileen Grimes

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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