

Childminder Report

Inspection date

24 July 2015

Previous inspection date

9 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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 knows her children very well and instantly responds to their every need. She offers her comfort and reassurance to children throughout their day to ensure that they are happy, settled and confident to go off and play. This helps to foster their emotional well-being effectively.
- The childminder plans a good range of challenging and fun activities for the children to engage in. These are skilfully shaped to children's learning needs and interests. This helps children make good progress and be ready for their next stages in learning.
- Children show respect for one another, play cooperatively and demonstrate good manners during play. The childminder is a good role model and skilfully teaches the children the expectations of the setting as she sensitively intervenes.
- The experienced childminder is dedicated to her role. She regularly reflects on her practice and has a clear and focused vision for her continued improvement. This contributes towards children having access to good quality care and education.
- Children are invited to play and learn in this appealing and welcoming environment. The extensive range of resources, good balance of indoor and outdoor play and cosy areas to relax, support children's all-round development and care.

It is not yet outstanding because:

- Younger children do not have enough opportunities to develop their exploration and investigation skills as part of their everyday play.
- The childminder does not always allow enough time for children to process their thoughts and respond to questions.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to develop their exploratory and investigative skills during their everyday play
- strengthen good teaching further by ensuring that children have more time to process information and respond to questions.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector examined a range of documents. These included, evidence of the suitability checks, policies and procedures, children's learning files and the childminder's self-evaluation form.
- The inspector observed children, both indoors and outside.
- 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 took account of the views from parents and carers, from comments noted on the childminder's parents' feedback forms.

Inspector

Charlotte Bowe

Inspection findings

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

Children develop good communication and language skills. The childminder constantly talks to children as they play and asks a good range of questions to support children in thinking for themselves. However, she does not always allow enough time for children to process their thoughts and respond in their own time. Children enjoy learning about their natural world. They take an active role in helping to care for living things and develop a good awareness of how things grow. The childminder offers suggestions to extend play. She incorporates children's own initiated ideas into activities, to reflect the breadth of their experiences. Children develop good social skills when engaging in group activities. They work together when using tools for a purpose to express their creativity skills. Older children use their senses to freely explore different materials to develop their exploratory skills. However, the childminder does not provide enough opportunities for younger children to develop their exploratory and investigation skills further as part of their everyday play.

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

The childminder forms good relationships with the children through effective settling-in sessions that are tailored to their needs. Children develop their self-esteem and self-confidence. They receive much praise from the friendly and caring childminder. Children are confident to make their own independent choices about where they will play. They complete many tasks for themselves to develop good self-care skills. The childminder supports children in accessing their outdoor environment regularly. She provides a good range of healthy foods for children to eat to promote their physical well-being. The childminder prepares children for any changes in their routine so that they have time to bring their play to a close. Good links are formed with local schools that children attend. The childminder actively shares information about children's care and learning and complements any learning from school. The childminder highly values all children and welcomes them to share their experiences from home and school with each other.

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

The childminder shows a high regard for the safety of the children in her care. Effective supervision and secure play areas help to ensure that children remain safe at all times. The childminder has a good understanding of what would alert her to a concern and knows the procedures to follow to protect children from harm. The childminder regularly reflects on her accurate observations and assessments of children's learning to swiftly identify and support any gaps. Partnerships with parents are good. The childminder keeps parents well informed of their children's progress through effective communication and informative diary sheets. She is confident to offer ideas to extend children's learning at home. Inclusive self-evaluation values the contributions from parents and children. The childminder uses the information that she gains along with information from training and research to raise the quality of care and learning for children.

Setting details

Unique reference number	EY235105
Local authority	North Tyneside
Inspection number	957020
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	9 March 2012
Telephone number	

The childminder was registered in 2002 and lives in Newcastle upon Tyne, Tyne and Wear. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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