

Childminder report

Inspection date	5 April 2019
Previous inspection date	15 July 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of 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 experienced and well-qualified childminder has a good understanding of how young children learn and develop. She is committed to providing children with individualised care. Children make good progress in their learning.
- Children have established very strong bonds and attachments with the childminder which help to support their emotional well-being. Children are extremely happy and settled in the setting.
- The childminder accurately evaluates her setting. She has clear plans to develop her service and seeks the views of parents and children to make further improvements.
- The childminder provides children with interesting and stimulating activities that are appropriate for their age and stage of development. Children have access to a good range of activities, which helps them to explore and develop their imaginations, as well as their mathematical and communication skills.
- The childminder supports children with special educational needs and/or disabilities (SEND) exceptionally well. She provides targeted interventions and uses additional funding to help them make the best possible progress in their learning.
- The childminder has a good relationship with parents. She uses a range of methods to communicate with them. Parents say that they are very pleased with the care and learning experiences that are on offer. They state that their children are extremely happy in the childminder's care and that she helps them to grow in confidence.
- The childminder has good relationships with professionals at schools that children also attend. Daily conversations with school staff help to provide continuity of care for children. However, the childminder does not share detailed information about children's development to fully complement their learning.
- The childminder has attended all statutory training and strives to keep her knowledge up to date. However, she has not identified opportunities to enhance her teaching skills to the highest level.

What the setting needs to do to improve further

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

- share more precise information about children's development with other settings they also attend, to fully complement their learning
- focus professional development opportunities on raising the standards of teaching to an outstanding level, to achieve even greater outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning. She evaluated an activity with the childminder.
- The inspector viewed the areas in the home used for childminding.
- The inspector held discussions with the childminder. She looked at a selection of relevant documentation.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Melanie Vincent

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has robust safeguarding procedures and updates her knowledge and understanding regularly. She recognises the signs of potential abuse and knows what to do if she has concerns about the welfare of a child. This includes where children may be at risk of harm from extreme behaviours or views. The childminder checks the environment regularly to keep it free from hazards and keep children safe. She has effective ways of monitoring children's development. The childminder checks the progress that children make and shares this information with parents. She supports parents to extend their child's learning at home. Clear policies underpin the childminder's good practice and these are shared with parents.

Quality of teaching, learning and assessment is good

The childminder uses her observations of children's learning effectively to identify and plan for what they need to learn next. She knows each child very well and uses their interests to encourage and support their development. Children are encouraged to solve problems. They work out how to complete puzzles and find the pieces that will fit. The childminder helps children effectively to develop their mathematical understanding. Children learn to count and explore colour and shape when they play. They develop their coordination as they build with construction resources. The childminder involves herself in children's play. She sits alongside children, offering appropriate support and encouragement. This helps children to persevere at tasks and learn new skills. The childminder supports children's communication skills well. She encourages children to answer questions and express their own ideas and opinions.

Personal development, behaviour and welfare are good

The childminder is very calm and caring. Children relate extremely well to her. They have superb attachments with the childminder. Children know where to find their favourite toys and tidy them away when they have finished playing. The childminder sets consistent boundaries and children behave well. She supports children's health and hygiene. The childminder ensures that children wash their hands regularly. She encourages them to be as independent as possible. Children learn to take their shoes off and use the toilet independently. The childminder works with parents to make sure that children are provided with a range of healthy meals and snacks. Children have opportunities to be physically active. They regularly go to soft-play centres, play outdoors and visit parks to help support their physical well-being. The childminder gives children lots of praise and encouragement as they play, to help them to develop good levels of self-esteem.

Outcomes for children are good

Children are good communicators and are confident to express their needs. They listen to and follow instructions well, and confidently greet visitors with enthusiasm. Children have positive attitudes to learning. They are acquiring the skills that they need for their future learning and eventual move on to school. Children concentrate on activities they enjoy, such as building models. They are developing their literacy skills and are beginning to recognise letters and the sounds they represent.

Setting details

Unique reference number	EY242133
Local authority	Northumberland
Inspection number	10065213
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 - 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 July 2016

The childminder registered in 2002 and lives in Prudhoe, Northumberland. She operates during term time from 7am to 7pm, Monday to Friday, and during school holidays from 7am to 7pm, Monday to Thursday, except for 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.

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