

Childminder Report

Inspection date

15 July 2016

Previous inspection date

21 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 childminder has made vast improvements since her last inspection. She effectively liaises with local authority advisors to help her improve her knowledge and skills. She understands how to promote learning in all areas of the early years foundation stage.
- The childminder is well qualified. She effectively interacts with children and provides a good range of stimulating activities and opportunities. She understands how to observe children, assess their development and plan activities to extend their skills. This helps to support children in making good progress in their learning and development.
- The childminder has a good understanding of how to support children in managing their feelings. She uses a range of strategies to promote positive behaviour. She consistently communicates with parents to help ensure the needs of children are effectively met.
- Partnerships with parents work well. They are provided with relevant information about how the childminder operates. They are well informed about their child's daily care routines, activities and their progress in learning and development.

It is not yet outstanding because:

- The childminder does not have fully effective partnerships with other settings that children attend. Information about children's learning and development is not always shared consistently.
- The childminder does not always challenge children's thinking skills further and encourage them to solve problems for themselves.

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, exchange information and develop a common approach to fully promoting continuity of learning
- deliver a wider range of strategies to extend children's thinking skills and encourage them to solve problems for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a discussion with the childminder. She looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of all household members living in the home.
- The inspector viewed children's files, including observations and assessments of their progress in learning and development. She looked at safeguarding and health and safety documents and policies.
- The inspector viewed feedback provided by parents and took this into account.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident in the procedure to follow to protect children in her care. She is fully aware of the steps to take if an allegation is made against her or any members of her family. The childminder ensures that risk assessments are effectively implemented to help minimise hazards in the environment. She reflects on her practice and continues to make changes to provide high-quality care and learning experiences for children. She ensures that policies and procedures are adhered to. This helps to ensure the safe and efficient management of her provision. She is committed to improving her provision and the care and education she offers. For example, she is keen to attend any training opportunities that occur. The childminder effectively tracks children's development. This helps her identify any gaps in learning to enable early intervention to be sought if necessary.

Quality of teaching, learning and assessment is good

The childminder is aware of children's individual needs and interests. Children acquire the skills needed in preparation for nursery or school. She provides activities that help them learn about changes in texture and consistency. For example, children enjoy watching the process of melting chocolate before adding it to puffed rice. The childminder, generally, gives children time to practise their skills. Children demonstrate their competence in hand-to-eye coordination and they carefully add decorations to the cakes. The childminder teaches early mathematical skills well. She promotes good use of mathematical language. For example, she asks children, 'Is that a diagonal line?'

Personal development, behaviour and welfare are good

Children are happy and confident and demonstrate their independence at the provision. The childminder promotes good hygiene routines and teaches children about cross-contamination. Children learn about healthy eating. The childminder talks to them about healthy foods and which foods represent a treat. The childminder values outdoor play and activities. She ensures that children have opportunities to go for walks and benefit from fresh air on a daily basis. Many of her planned activities are implemented in the outdoor environment. The childminder successfully promotes the development of children's emotional and physical well-being. Children show their close attachment to her. They are self-motivated and show high self-esteem as they happily converse with her, asking questions and seeking support when necessary.

Outcomes for children are good

Children are making good progress in relation to their starting points. They are eager to learn and they show good levels of concentration and focus when taking part in activities. They gain valuable skills for their future learning and eventual move to school. Young children develop their social, physical and communication skills well through a range of activities, for example, going to toddler groups. Older children enjoy reading the wide range of books available. They show pride as they develop their early literacy skills, for example, when spelling and writing their name.

Setting details

Unique reference number	EY242133
Local authority	Northumberland
Inspection number	1042859
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	21 March 2013
Telephone number	

The childminder was registered in 2002 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 an appropriate qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

