

Inspection date	13 February 2015
Previous inspection date	8 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 is perceptive to the needs of the children. She listens and is attuned to their verbal and non-verbal communication. Consequently, their needs are understood and their well-being is effectively promoted, enabling them to build secure attachments to the childminder.
- Children make good progress in their learning and development because the childminder organises a broad range of well-planned activities for children to take part in. The childminder joins in their play and engages them in conversations to promote their communication and language skills.
- Children follow good self-care routines and develop an understanding of the importance of fresh air. They enjoy healthy snacks and meals, which further promotes their good health.
- The childminder ensures that messages given to children are consistent and clear but also take account of their individual needs. Consequently, children's behaviour is good and self-confidence is high.
- The childminder fully understands her role and responsibility concerning safeguarding children and therefore, they are well protected.

It is not yet outstanding because:

- Partnerships with local schools have not been fully developed, so that there is increased sharing of information about children's learning, to ensure a more consistent and complementary approach.
- The childminder does not fully maximise her effective partnerships with parents, to encourage them to make further contributions to support children's learning 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:

- strengthen partnerships with local schools so that there is a more effective method for sharing more detailed information and complementing the children's learning and development
- maximise opportunities to engage parents fully in their children's development, by seeking their comments about children's learning at home more frequently, to complement children's all-round progress even further.

Inspection activities

- The inspector viewed all areas accessed by the children.
- The inspector observed the childminder's interaction with the children and spoke to her and the children throughout the course of the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of all household members' suitability.
- The inspector and childminder undertook a joint observation of an activity.

Inspector

Eileen Grimes

Inspection findings

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

Children make good progress across all areas of learning in readiness for school. Children have free access to a wealth of resources, such as drawing, puzzles, imaginative play, and enjoy listening to stories. Children use their imagination and language skills well as they play with dolls and prams, which is well supported through the childminder's positive interaction. She motivates children by asking questions to encourage their thinking and she recognises that children learn well through play. The childminder uses play opportunities for counting and discussions about size, shape and colours, as they complete a range of puzzles. The childminder ensures that children are able to learn about the world around them and explore the local environment. Planning and assessment is shared to provide parents with an overview of their child's progress. However, parents are not fully encouraged to share what their children do at home, so the information can be taken into account when planning the activities and further support children's rich learning experiences.

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

Children are cared for in a safe and welcoming family home. They have plenty of space to play and learn. Children are happy and settled in the childminder's care. This is evident through their confident discussions with the childminder, and this supports their emotional well-being. The childminder is knowledgeable and sensitive to children's individual needs. The childminder understands the importance of sharing information and working in partnership with local primary schools. However, these partnerships have not been fully developed so that there is a more effective method for sharing more detailed information and complementing the children's learning and development. Children learn how to keep themselves safe on outings and how to exit the premises in an emergency. This helps to keep them safe. Children are independent and manage their own personal and self-care skills well. They have good opportunities for outdoor play and to be active, which promotes their good health.

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

The childminder has a good understanding of how to implement the requirements of the Early Years Foundation Stage. A wide range of policies are used effectively to support children's health, safety and well-being. The childminder reviews potential risks in the environment to ensure children are kept safe. Through accessing training and updating her knowledge of childcare issues through the internet, the childminder ensures that she is able to develop her practice, to further promote good outcomes for children. For example, she has completed a personalised paediatric first-aid course which enables her to widen her skills. She is able to identify her strengths and areas for further development. Consequently, the childminder has a good capacity for continuous improvement. Her observations and assessments enable her to monitor children's progress and ensure that they are well prepared for the next stage in learning.

Setting details

Unique reference number	EY315057
Local authority	Gateshead
Inspection number	856775
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	8 May 2009
Telephone number	

The childminder was registered in 2005 and lives in Felling in Gateshead. The childminder holds a childcare qualification at level 3. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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