

# Childminder report

|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 4 April 2019      |
| Previous inspection date | 23 September 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | Previous inspection:    | Good        | 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 childminder has a lovely relationship with children. Parents comment that their children love attending and have a good relationship with the childminder's family as well as other minded children.
- The childminder manages children's behaviour well. She consistently reminds children of her behavioural expectations. She works with parents to establish a shared approach to managing children's behaviour. Parents comment that they are pleased with the progress their children make in their social development.
- The childminder provides opportunities for children to express their own thoughts and ideas and to solve everyday problems. During the inspection, younger children demonstrated good concentration for their age as they worked out how to put lids on the play dough containers.
- Children make good progress. They are confident and motivated to learn and keen to try new things.
- The childminder is keen to strengthen her own knowledge and skills. She attends regular training and reflects on how she can adapt her practice to support children further.
- The childminder works effectively with other early years providers to share information about children's learning. For example, she communicates regularly with nurseries to share information about what children enjoy doing.
- The childminder does not consistently help children to understand how good hygiene procedures can support their good health.
- The childminder does not consistently build on what children need to learn next in communication and language when supporting their play and learning.

## What the setting needs to do to improve further

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

- help children to develop a greater understanding of how good hygiene procedures can support their good health
- build more consistently on what children need to learn next, particularly in communication and language, to strengthen their learning even further.

### 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.

#### Inspector

Elizabeth Fish

## Inspection findings

### Effectiveness of leadership and management is good

The childminder evaluates her provision and has clear plans for improvement. For example, she has identified further resources to support children's development in literacy and expressive arts and design. The childminder monitors children's learning and identifies areas where further support is needed. The arrangements for safeguarding are effective. The childminder has a very good knowledge of signs and symptoms that may indicate possible abuse to children. She knows who to contact should she have any concerns about a child's welfare. She demonstrates a good understanding of wider safeguarding issues, such as the 'Prevent' duty guidance.

### Quality of teaching, learning and assessment is good

The childminder knows children well and notices what they are interested in. She uses her good knowledge of how children learn to plan exciting activities. For example, young children enjoy threading cereal hoops onto spaghetti. They start to count as they fill the spaghetti. They concentrate well as they fill one strand of spaghetti and then fill the next one. The childminder observes children and identifies where they are in their learning. She uses her assessments to identify what children need to learn next. The childminder helps children develop their mathematical skills. She demonstrates this as she talks about number and size with children as they play. The childminder works well with parents. She uses a range of methods to share information about children's learning. Parents know how they can support their children with their learning at home.

### Personal development, behaviour and welfare are good

Children thrive in the care of this enthusiastic and passionate childminder. Parents comment that they have supreme faith in the childminder and know that their children are well cared for, nurtured and safe. The childminder helps children to settle quickly. She finds out detailed information about children when they first start. This helps her to support children's individual care needs. The childminder knows children well and recognises when they need further support. During the inspection, she adjusted her daily routine to enable children to sleep. She uses a range of strategies to help children to understand that they must share the toys with other children. An example of this is when she plays alongside children and demonstrates how to wait for a turn or ask for resources. Children enjoy playing in the childminder's garden where they have the space to take part in more energetic activities, such as running and climbing.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress. They develop a good range of skills to support them in their future learning. Children begin to use numbers in their play and begin to count with some numbers in order. Younger children begin to classify and sort objects. They demonstrate this as they sort out the different pasta shapes into the correct pots. Children learn to play alongside each other. They confidently select resources and combine them together to develop their play further.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY315316                                                                          |
| <b>Local authority</b>             | North Tyneside                                                                    |
| <b>Inspection number</b>           | 10071711                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 2 - 9                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 14                                                                                |
| <b>Date of previous inspection</b> | 23 September 2015                                                                 |

The childminder registered in 2005 and lives in Whitley Bay, North Tyneside. She operates term time only, Monday to Thursday from 7.30am to 6pm, except by prior arrangement. The childminder provides funded education places for two-, three- and four-year-old children.

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