

Childminder report

Inspection date: 29 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this friendly and welcoming setting. They enjoy a wide range of interesting and enjoyable activities. For example, they play with glove puppets and enjoy singing and action rhymes. Children are provided with rich experiences outside of the setting. They learn about the world beyond their own through trips and walks around the local area. For example, they enjoy visits to museums and attend local toddler groups. There is a strong focus on learning about the natural world through nature walks and trips to the local pond to look for wildlife. Children put seeds out for the birds and dig and plant flowers in the secure garden.

The childminder has excellent relationships with the children in her care. Children's behaviour is good. Well-established daily routines help them to feel emotionally secure. Support for children's independence is strong. For example, they choose what they would like to play with and help to fetch and put away their toys. The childminder is skilled in supporting children's learning. However, there is scope for her to improve her already good knowledge even further. The childminder has high expectations of the children and is ambitious for their future learning.

What does the early years setting do well and what does it need to do better?

- Children are engaged in their play. They are confident, curious and motivated to learn. Support for children's well-being is strong. The childminder praises and encourages children's achievements. This helps to raise their self-esteem. The childminder is a good role model. She is respectful and responsive to children's needs. The children enjoy cuddles with the childminder as they share stories together. The childminder points out the pictures in the book. She talks about the animals and what noises they might make.
- Support for children's developing mathematical skills is very good. For example, the childminder joins in with children, skilfully supporting their learning as they play with building blocks on the carpet. The childminder encourages children to identify colours and count the blocks together. She introduces concepts such as 'under', 'over', 'up' and 'down' as they build bridges with wooden blocks for toy cars to travel through.
- A well-planned curriculum includes robust support for children's communication and language development. The childminder uses a range of strategies to help children extend their vocabulary and language. For example, she repeats back to the children what they have said to embed their vocabulary and show they are understood. A variety of interesting toys and resources support children's learning. The childminder uses her membership of a toy library to continuously refresh her resources to excite and stimulate children's interests.
- The childminder is skilled and experienced. She has a very good understanding

of child development and knows children well. The childminder provides good support for children's physical development. For example, she encourages children to explore paint with their hands, brushes, rollers and sponges on large rolls of paper. This helps to strengthen their muscles and coordination. Children use their senses as they explore with feathers and play musical instruments.

- Children benefit daily from opportunities for fresh air and exercise. The childminder understands the importance of a healthy diet, and robust hygiene routines are in place.
- The experienced childminder has strong relationships with parents, who speak highly of her and the service she provides. She works closely with them to help children settle and to develop a consistent approach to learning. For example, she discusses with parents every week what children have been doing at home to help plan experiences that challenge children and follow their interests.
- The childminder meets with other childminders to share knowledge, ideas and good practice. She attends training to keep herself up to date. However, there is scope for a stronger focus on professional development, to raise the quality of the provision even further. The childminder reflects on the daily experiences of the children and gathers the views of parents to help improve her practice. She is passionate about the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

Children enjoy a safe and secure environment in which to play. The childminder regularly checks her home to keep it free from hazards and teaches children how to keep themselves safe. For example, she encourages children to tidy away their toys from the floor so they do not trip. The childminder has a secure understanding of her responsibilities around safeguarding children. She knows how to identify any concerns and the procedures she must take in order to keep children safe. There are robust policies in place to support safe practices.

What does the setting need to do to improve?

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

- continue with professional development to raise the quality of the provision to a higher level.

Setting details

Unique reference number	EY315479
Local authority	Newcastle upon Tyne
Inspection number	10083385
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	12 September 2014

Information about this early years setting

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

Information about this inspection

Inspector

Julie Foers

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning. The childminder and the inspector reflected on an activity together.
- The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The inspector looked at a sample of the childminder's documents, including evidence of training and of the suitability of those living on the premises.
- The inspector held discussions with the childminder at appropriate times during the inspection. She took account of the written views of parents.

We carried out this inspection 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.

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