

Childminder Report

Inspection date

15 March 2017

Previous inspection date

28 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 quality of teaching is consistently strong. The well-qualified childminder continually consults with children and follows their lead during play. She provides a very wide range of resources for children to independently access. The childminder works alongside children and provides a running commentary and models thinking skills as they play.
- The childminder provides exhilarating and exciting activities that offer a very good level of challenge. She completes observations as children play and uses the information from these to inform accurate assessments. This helps her to identify what children need to learn next.
- The childminder takes children on very regular outings. For example, children attend exciting music and movement sessions. They play large-group games, including 'pass the ball'. Children dance and move their bodies in various ways. This helps to promote their physical skills.
- Children make good progress in their learning. They behave very well. Children demonstrate excellent social skills and form strong relationships with each other. Older children offer encouragement to younger children and show them how to use toys and resources correctly. Children are very considerate and show high levels of respect towards each other.

It is not yet outstanding because:

- The childminder does not use incisive self-evaluation to develop more focused professional development and enhance the quality of the provision even further.
- The childminder has not yet established effective partnerships with all other settings children attend that help to promote continuity of learning for children.

What the setting needs to do to improve further

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

- enhance self-evaluation procedures that help to identify areas of practice for improvement and sharply focused professional development
- build on partnerships with other settings that children attend and promote a more consistent approach to children's learning and development.

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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She discussed self-evaluation and looked at relevant documentation, including 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.
- The inspector viewed the areas of the premises accessed by children.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder demonstrates a thorough understanding of the local safeguarding procedures. She knows how to respond to any concerns about the welfare of a child. The childminder completes regular risk assessments and shows a very good understanding of how to keep children safe. She encourages children to develop an awareness of the environment around them, including how to identify hazards. For example, children are encouraged to help to tidy away toys from the floor to prevent any trips. The childminder has a range of policies and procedures in place that she shares with parents. She also shares information with them about children's learning and development. The childminder has daily discussions with parents and invites them to contribute to a continuous approach to children's learning and assessments. The childminder reviews children's development and monitors the progress they make towards the early learning goals. This helps her to swiftly identify and address any gaps in learning.

Quality of teaching, learning and assessment is good

The childminder has high expectations for children in her care. Children demonstrate high levels of engagement in their play. They are very keen to find out how things work and regularly talk to the childminder as they play, while testing out new ideas. Children use toy electronic screwdrivers to join construction pieces together. The childminder uses excellent questioning to help extend children's thinking even further. Children work together to make decisions about how to approach a task and solve problems during play. For example, they act out scenarios while playing with the small farmyard animals. Children pretend that the animals have fallen from the farm table and ask each other to think of ways for them to get back into the farmyard.

Personal development, behaviour and welfare are good

Children demonstrate high levels of confidence and self-esteem. They show that they feel valued and talk to the childminder about their preferences during mealtimes. The childminder provides healthy, nutritious meals and encourages children to follow good hygiene practices. Settling-in procedures are well embedded. The childminder gathers information from parents about what their children know and can already do. This aids the childminder to help children settle in well. The childminder provides children with lots of praise and encouragement and celebrates their achievements, motivating them to learn.

Outcomes for children are good

Children use a variety of crayons, pens and pencils to make marks on paper. They excitedly show others and talk about what they have created. Children concentrate when using plastic tweezers, taking their time to pick up small craft materials from a large tray. This helps to develop their hand-to-eye coordination. Children invent their own games and participate in imaginary play. This helps to develop their creative skills. Children match colours and put objects in size order during large-group activities. Children are well equipped with the key skills needed for future learning and their eventual move on to school.

Setting details

Unique reference number	EY320779
Local authority	Gateshead
Inspection number	1064832
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	28 June 2013
Telephone number	

The childminder was registered in 2006 and lives in Gateshead. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification.

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