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|--------------------------|-----------------|
| <b>Inspection date</b>   | 27 March 2015   |
| Previous inspection date | 20 October 2009 |

| <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        |
| 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder organises a wide range of toys and resources well, so that children can access these freely and make independent choices in their play.
- The childminder regularly praises children for their efforts and takes them to play sessions where they interact with children in larger groups. As a result, children are growing in confidence and have good self-esteem. Therefore, children are emotionally well prepared for the next stage of their learning.
- Children develop good independence skills because the childminder encourages them to practise everyday skills, as part of their routine.
- The childminder works effectively in partnership with other settings to ensure that children receive the individualised support that they need.
- The childminder works effectively with parents, involving them in their children's learning and regularly informing them of their progress.
- The childminder has robust safeguarding policies and procedures in place. As a result, children are kept safe in her home and on outings.

### It is not yet outstanding because:

- The childminder does not yet clearly identify targets, in her self-evaluation, that will help her improve the quality of teaching and learning from good to outstanding.
- There are some missed opportunities to extend children's learning through more effective use of the outdoor environment.

## What the setting needs to do to improve further

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

- enhance opportunities for children to recognise and use the printed word in the outdoor environment so that children make even better progress with their early literacy skills
- improve the self-evaluation process, so that the childminder identifies clear targets for improvements to the already good quality of teaching and learning.

### Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed activities indoors and in the outdoor play area.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, evidence of the suitability of the childminder and other adults in the household, and a range of other documentation, including policies and procedures.
- The inspector took account of the information provided in written feedback from parents.

### Inspector

Cathryn Clarricoates

## Inspection findings

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

The well-qualified childminder has a good understanding of how children learn and develop. She places a high priority on promoting children's communication and language development. The childminder talks clearly and appropriately in relation to children's level of understanding. For example, when children use a wand and soap mixture to blow large bubbles, she comments on the shape, size and direction of travel of the bubbles. This captures children's attention and helps them develop good listening skills, so they are ready for their next stage in learning. The use of labels and displays in the playroom supports children to understand that print carries meaning. For example, the colourful Chinese New Year display includes examples of children's work, which is clearly labelled with their names. However, when children prefer to play and learn outdoors, there are fewer opportunities for them to build on their early reading skills, because the outdoor environment is not as rich in print.

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

Children access a broad range of interesting toys and activities. This promotes choice in their play. They develop a sense of belonging and feelings of being valued because, for example, their photographs are displayed in the warm and welcoming playroom. Relationships with the children are very good. The childminder is enthusiastic and playful. This approach ensures that children are motivated to join in the activities, and are happy and settled. Therefore, children's well-being is promoted very well. The childminder manages behaviour consistently. Children respond to instructions and cooperate with each other. Consequently, the environment is very calm. Children learn how to keep themselves safe and healthy through daily routines. For example, they independently wash their hands before snacks and after playing with soil in the garden. Children also have lots of opportunities to keep fit and be active outdoors. The childminder involves children regularly in community activities at the library, park and toddler groups. As a result, children become more confident to socialise with others.

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

The childminder has a good understanding of the safeguarding and welfare requirements. She shares her comprehensive range of written policies and procedures with parents. This means that they are well informed about the childminder's service and responsibilities. However, although the childminder is reflective and continuously evaluates her practice, she has not yet identified specific targets to help improve the good quality of teaching and learning even further. She regularly attends training and a network of childminders, in order to keep her understanding up to date to benefit the children's learning and well-being. In addition, she monitors the educational programme, so that gaps in learning are identified. She has addressed both of the areas for improvement raised at her previous inspection. Consequently, children's welfare and development is enhanced. Partnerships with parents are strong. Therefore, continuity of care and learning is promoted well.

## Setting details

|                                    |                 |
|------------------------------------|-----------------|
| <b>Unique reference number</b>     | EY331534        |
| <b>Local authority</b>             | Newcastle       |
| <b>Inspection number</b>           | 862489          |
| <b>Type of provision</b>           | Childminder     |
| <b>Registration category</b>       | Childminder     |
| <b>Age range of children</b>       | 0 - 17          |
| <b>Total number of places</b>      | 6               |
| <b>Number of children on roll</b>  | 9               |
| <b>Name of provider</b>            |                 |
| <b>Date of previous inspection</b> | 20 October 2009 |
| <b>Telephone number</b>            |                 |

The childminder was registered in 2006 and lives in Gosforth, Newcastle. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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