

Childminder Report

Inspection date

16 June 2016

Previous inspection date

4 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 childminder has successfully addressed the actions and recommendations set at the previous inspection. She provides opportunities for children to develop their physical skills. The childminder takes children on regular outings and trips. She provides opportunities for babies to have space to move, roll, stretch and explore their environment.
- Children initiate their own learning. The well-qualified childminder sensitively follows children's lead during play. She uses her good knowledge of how children learn to plan activities based on their interests.
- The childminder is very nurturing in her approach. Children are happy and confident in her care. They are provided with opportunities to develop their social skills. Younger children play alongside others and play cooperative games with the childminder.
- The childminder provides children with nutritious snacks. She supports them to develop an understanding of following a healthy lifestyle. The childminder encourages children to follow good hygiene practices and self-care routines.
- Children are supported to make regular choices throughout their day. They are very familiar with the daily routine. They use a self-registration board on arrival and choose the activities they intend to play with for that day. This helps to support children's independence skills.

It is not yet outstanding because:

- Assessments are not yet sharply focused and do not always involve information from parents to help establish accurate starting points.
- The childminder does not always make full use of opportunities to share information with other early years providers where children also attend.

What the setting needs to do to improve further

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

- sharpen assessment systems and gather more regular information from parents to help establish accurate starting points
- extend partnerships with the local schools and other early years providers to provide a 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 spoke to the childminder at appropriate times throughout the inspection.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector looked through children's assessment records and reviewed a selection of records, policies and procedures.
- The inspector checked evidence of suitability of the childminder and adult members of the household, and evidence of the childminder's training.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder supervises children well. She conducts regular risk assessments of her home and before outings. She has a good understanding of the potential signs of abuse and reporting procedures, and has thorough policies and procedures in place. The childminder is clear on the steps to follow should she be concerned about the welfare of a child in her care. She works with her assistant, on occasions, to help with school runs and other outings. The childminder regularly reflects on and evaluates her practice to identify ongoing improvements. She identifies training for herself and her assistant and ensures they keep up to date with changes in guidance and legislation. This helps to refresh their knowledge in keeping children safe and well. The childminder has systems in place to track the progress children make towards the early learning goals. This helps to identify any gaps in learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Children's listening and attention skills are well supported. During outings and walks, the childminder and her assistant encourage children to listen and recognise familiar sounds in the environment. Children talk about the various things they can see and hear. This helps to support children's communication skills. Children are provided with opportunities to develop their imagination skills and re-enact real-life experiences. They use play food and prepare dinner for the childminder. The childminder encourages children to use counting words as they fill bags with various items and provides collections of objects that can be sorted and matched in various ways. This helps to support children's mathematical understanding. The childminder has good relationships with parents. She provides written and verbal feedback on a daily basis. She keeps them informed about what activities their child has been involved in as well as care routines throughout the day. The childminder provides information leaflets for parents about what to do if they are concerned about their child's development.

Personal development, behaviour and welfare are good

Children are confident learners and demonstrate that they are motivated to learn. Their behaviour is very good. They respond well to the calm example the childminder sets for them. The childminder helps them to feel valued and cared for. She gives regular praise and encouragement and supports them to persevere in solving problems they encounter during play. The childminder provides positive images of others and provides opportunities for children to develop an awareness of similarities and differences between themselves and others.

Outcomes for children are good

Children make good progress and develop the key skills to support the next stage of their learning and their eventual move to school. They are provided with activities that help to support their writing skills. Children have access to writing equipment. They use chalks on a large chalkboard in the outdoor area and give meaning to the marks they make. Children learn to operate simple equipment and discover cause and effect when pressing buttons on sound toys.

Setting details

Unique reference number	EY342612
Local authority	Newcastle
Inspection number	1050572
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	12
Number of children on roll	5
Name of registered person	
Date of previous inspection	4 February 2015
Telephone number	

The childminder was registered in 2006 and lives in Newcastle-Upon-Tyne. She operates all year round from 7am to 8pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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