

Childminder report

Inspection date: 18 September 2019

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy in this welcoming and friendly setting. They enjoy a range of interesting activities and benefit from trips and walks around the local area. For example, they enjoy attending toddler groups and visiting soft-play centres. Children benefit from daily opportunities to enjoy fresh air and exercise. They have many opportunities to learn about the natural world, for example, through nature walks and trips to the local wildlife park to look for tadpoles. Children benefit from a varied menu of hot meals and healthy snacks. The childminder provides children with opportunities for daily fresh air and exercise in the secure garden or on walks. Children's physical development is supported well.

Children are confident in choosing what they would like to play with from a range of age-appropriate toys and resources. The childminder makes sure that children play and learn in safe and secure environment. Children are curious and motivated to learn. They enjoy the company of the childminder, who praises their achievements and provides plenty of encouragement. She is proud of children's progress and ambitious for their future learning. Children enjoy close relationships with the childminder. They have formed strong bonds with her and demonstrate that they are emotionally secure.

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

- The childminder is caring, kind and has good relationships with the children in her care. Children have fun together with the childminder. They benefit from good hygiene practices and secure routines in this well-organised and welcoming setting. Children's behaviour is very good and they are engaged in their play.
- The experienced childminder has strong relationships with parents, who speak highly of her and the service that she provides. Parents praise the good systems for communication, including the use of a daily diary. This helps to keep parents informed about the activities their children take part in, as well as what they eat and how well they sleep.
- Relationships with the local school and partner professionals are well established. This helps to create a consistent approach to children's learning and development, and supports their move on to school or the next stage in their learning.
- The childminder is a good role model. She is very responsive to children's needs. Children enjoy cuddles on the childminder's knee. The childminder uses storytelling and books to explore with children their feelings and emotions. Her interactions with children are sensitive and respectful. For example, she joins in with children as they play with toy animals and building blocks on the carpet, skilfully supporting their learning. The childminder encourages children to develop their mathematical skills when they play. Children confidently identify

colours and count the blocks together.

- A well-planned curriculum includes good 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 encourages children to take turns in conversation as they play with a toy telephone. The childminder introduces new words and repeats back to the children what they have said to embed their vocabulary and show they are understood. However, background noise sometimes reduces children's concentration and distracts their learning.
- The childminder provides children with rich experiences of life outside the setting and teaches them about the wider world around them. Children benefit from a good choice of toys and resources. However, younger children have less opportunities to engage and investigate using their senses.
- The childminder attends training to keep her knowledge up to date. She reflects on the daily experiences she provides for children and gathers the views of parents to help improve her practice. She is passionate about the service she provides and ambitious for the outcomes of children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities around safeguarding children. She knows how to identify any concerns and understands the procedures she must follow in order to keep children safe. The childminder's home is secure and there are robust policies in place to support safe practices. The childminder regularly checks her home to keep it free from hazards. She teaches children how to manage risks themselves. For example, the childminder teaches younger children about the dangers of choking if they try to put toys into their mouths. She encourages children to tidy away their toys from the floor, so they do not trip.

What does the setting need to do to improve?

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

- extend opportunities for younger children to explore and investigate during their play, for example, through tactile activities and sensory play
- limit background noise to support children's concentration and prevent them being distracted from their learning.

Setting details

Unique reference number	EY342612
Local authority	Newcastle upon Tyne
Inspection number	10064900
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	12
Number of children on roll	8
Date of previous inspection	16 June 2016

Information about this early years setting

The childminder registered in 2006 and lives in Newcastle upon Tyne. She operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate 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 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 about training and the suitability of those living on the premises.
- The inspector held discussions with the childminder at appropriate times during the inspection. The inspector spoke to one parent and took account of the written views of other 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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