

Childminder Report

Inspection date

22 June 2015

Previous inspection date

28 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are very happy and settled with a childminder who places children at the heart of everything she does. The comfort, support and reassurance that the childminder continually offers to children ensures that their emotional well-being is effectively nurtured through close and trusting relationships.
- Children's desire and passion for learning is ignited by the extensive range of resources and challenging experiences that the childminder provides for children to engage in. These are skilfully tailored to children's needs and interests. As a result, children make good progress in their learning and develop the key skills needed for school.
- The childminder is truly dedicated to her role. She continually strives to improve her provision through her effective evaluations of practice and detailed improvement plans. Therefore, children have access to a good quality learning environment.
- Children learn to respect one another, play cooperatively and develop good social skills. This is because the childminder is a good role model and sensitively intervenes to resolve any conflicts that arise during play.
- Children take an active role in completing a risk assessment of their outdoor environment each day. This ensures that children learn to manage risks for themselves and develop a good awareness of how to keep themselves safe.

It is not yet outstanding because:

- On occasions, opportunities to extend children's creative thinking skills are missed.
- The childminder does not always enhance children's awareness of solving mathematical problems for themselves.

What the setting needs to do to improve further

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

- maximise the opportunities for children to think creatively for themselves, for example, by posing a range of challenging questions at every opportunity
- enhance even further the opportunities for children to solve their own mathematical problems, for example, by encouraging children to make their own estimations during play.

Inspection activities

- The inspector toured the areas used for childminding.
- The inspector conducted a joint observation with the childminder during a child-initiated activity.
- The inspector examined a range of documents. These included, evidence of suitability checks, the policies and procedures, improvement plans and a record of the childminder's training.
- The inspector observed children both indoors and outside.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The inspector took account of the views from parents and carers, from comments noted on the parent reference forms provided on the day of the inspection.

Inspector

Charlotte Bowe

Inspection findings

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

The childminder has a good understanding of how to promote children's learning and development. Children learn to care for living things when taking an active role in feeding guinea pigs. They eagerly search for snails in their natural environment and demonstrate their excitement when finding a spider. The childminder supports children's communication as she talks the activity through and asks questions. However, these are not always challenging enough to extend children's thinking. Children learn to use tools for a purpose when filling containers with rice. They develop their awareness of shapes when attempting to fit lids onto containers. Children develop their awareness of measure when talking about their container becoming full. However, the childminder occasionally misses the opportunity to enhance this learning even further, to support children in solving their own mathematical problems. Partnerships with parents are good. An effective social media page enables the childminder and parents to share children's achievements and progress.

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

A robust induction procedure ensures that children are fully assured when parents leave. Children are confident to engage in new activities and respond well to different social experiences, such as toddler groups. This is because the childminder gives children a great deal of encouragement, support and praise. Children are independent in their learning. They eagerly hang up their own coats on the accessible coat stand and access the toilet for themselves. Children are highly valued. The childminder takes a special interest in children's lives. She encourages children to share their experiences from home and school with each other. This ensures that children develop good social skills and learn about one another. Children have many opportunities to access their outdoor environment for fresh air and exercise. They eat a good range of healthy foods. Therefore, children adopt healthy lifestyles. Daily trips to school support children in becoming familiar with their new environment and teachers in preparation for their move.

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

The childminder is well qualified and has a wealth of experience. She regularly meets with other childminders to discuss good practice ideas. Furthermore, she attends regular training and conducts her own research to extend her already good knowledge and skills. The childminder is confident to apply her learning in practice to raise the quality of care and learning for children. The educational programmes are monitored regularly to swiftly identify and support any gaps in learning for individuals or groups of children. The childminder works together very well with her assistants. She effectively monitors their practice as she works alongside them, confidently feeding back what they do well and what needs to be improved. Children are kept safe with a childminder who shows a high regard for their safety. Recruitment procedures are robust and the childminder is knowledgeable in the procedures to take to protect children from harm. Good links with the local school nursery ensure that children's learning is skilfully complemented.

Setting details

Unique reference number	EY406992
Local authority	Northumberland
Inspection number	850792
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	9
Name of provider	
Date of previous inspection	28 September 2010
Telephone number	

The childminder was registered in 2010 and lives in Widdrington. The childminder has two assistants who occasionally work alongside her. She operates all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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