

Childminder Report

Inspection date

4 August 2015

Previous inspection date

3 July 2012

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 inspired to play and learn in this welcoming and appealing environment. The childminder plans a good range of exciting experiences for children to engage in that are carefully shaped to their learning needs and interests. This helps children make good progress and prepares them for the next stages in their learning.
- Children are happy and settled with a childminder who is truly dedicated to her role. Detailed information sought from parents and effectively tailored settling-in sessions support the childminder in knowing her children very well. This helps the childminder to respond to children's every need and effectively nurture their emotional well-being.
- The experienced childminder is committed to her role. Her effective evaluations of practice, attendance at regular training and continual research contribute to children having access to good quality care and education.
- Good links are formed with other settings that children attend. The childminder communicates effectively and readily shares information about children's care and learning needs. This helps to ensure that children benefit from continuity.
- Parents are kept informed of their children's time with the childminder through effective methods of communication. The regular sharing of children's learning files helps to ensure that parents are fully engaged in regularly contributing to their learning.

It is not yet outstanding because:

- On occasions, the childminder misses some opportunities to promote children's thinking skills.
- The childminder does not always make the best use of opportunities for children to extend their counting skills during their play.

What the setting needs to do to improve further

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

- make better use of opportunities to promote children's thinking skills
- make good use of opportunities for children to extend their counting skills during play.

Inspection activities

- The inspector toured the areas used for childminding.
- The inspector observed children both indoors and outside.
- The inspector held discussions with the childminder and the children throughout the inspection.
- The inspector examined a range of documents. These included the policies and procedures, evidence of suitability checks, the childminder's self-evaluation form and children's learning files.
- The inspector conducted a joint observation with the childminder during a planned activity.
- The inspector took account of the views from parents and carers, from comments noted on the childminder's parent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

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

Children are motivated to learn and engage in activities that build upon their prior learning. They take an active role in their play and are confident to initiate their own play themes based on their own first-hand experiences. The childminder asks children to recall significant events to support their communication and language. Children engage in conversation and use simple sentences to communicate their thoughts. However, on occasions, the childminder does not vary her teaching and questioning to promote children's thinking skills consistently. Children have fun developing their physical skills when moving in a variety of ways on the large outdoor equipment. The childminder provides a good range of resources for children to develop their colour recognition and matching skills. Children begin to count with some numbers in the correct order when playing with multiple resources. However, the childminder does not always intervene to extend these skills further. The childminder introduces children to the sounds that letters make and children quickly recognise that some names have similar sounds.

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

Children form good relationships with the caring and friendly childminder. They are confident to make their own independent choices about where they will play and complete many tasks for themselves to develop good self-care skills. The childminder actively works together with parents to maintain consistency when children are developing a new skill, such as toilet training. Children have independent access to their outdoor environment for fresh air and exercise. They eat a good range of healthy foods to promote their physical well-being. The childminder is a good role model and sensitively explains the importance of playing fairly and taking turns. This contributes to children playing cooperatively and showing respect for one another. The great deal of comfort, reassurance and support that the childminder continually offers to children helps them to adapt to different social situations and supports them in making new relationships easily.

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

The childminder shows a high regard for the safety and well-being of the children in her care. Stringent daily checks of her home, close supervision and effective safety features on outdoor play equipment help to ensure that children remain safe at all times. The childminder has a good understanding of what would alert her to a concern about a child and knows the procedures to follow to protect children from harm. The childminder regularly reflects on her practice. She values the views of parents and children and welcomes them to communicate their thoughts on future improvements. The childminder uses this information to make enhancements to her home in order to raise the quality of care and learning for children. The childminder has a good understanding of how to promote children's learning. She regularly tracks children's progress across all areas to swiftly identify and support any gaps in learning.

Setting details

Unique reference number	EY427665
Local authority	Newcastle
Inspection number	852803
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	3 July 2012
Telephone number	

The childminder was registered in 2011 and lives in Newcastle upon Tyne. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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