

# Childminder Report

**Inspection date**

14 March 2018

Previous inspection date

1 July 2014

| <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        |
| 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 a good understanding of how children learn and develop and has made positive changes to her practice since her last inspection. For example, babies and young children are helped to develop their sensory experiences as they noisily shake the different bottles filled with dried rice and lentils.
- The childminder speaks clearly to the children. She repeats words back to babies. This helps them to use the correct pronunciation of words and effectively promotes good communication and language development.
- Children have opportunities to develop their physical skills. For example, they visit the local park and woods where they can run and climb the large equipment to help strengthen their muscles.
- Children's abilities from when they first start at the setting are clearly documented. The childminder uses this information to plan activities that will extend and develop existing skills, learning and development.

### It is not yet outstanding because:

- The childminder does not always encourage parents to regularly share information about children's achievements at home to enable her to further enhance their learning experiences.
- The childminder has not yet fully developed the new systems to monitor children's progress.

## What the setting needs to do to improve further

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

- enhance ways of working with and engaging parents in sharing information about children's development and achievements at home
- continue to develop the new systems to monitor children's progress to further enhance their learning opportunities.

### Inspection activities

- The inspector spoke to the childminder, the childminder's assistant and the children, at appropriate times throughout the inspection.
- The inspector sampled a range of documents, including a selection of policies and procedures and children's learning files.
- The inspector viewed a sample of written comments from parents and took account of their views.
- The inspector viewed the areas used for childminding.
- The inspector completed a joint observation with the childminder and childminder's assistant.

### Inspector

Amanda Hartigan

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder frequently updates her child protection and safeguarding training. Therefore, she knows the correct reporting procedures should she have any concerns regarding a child. Safeguarding is effective. The childminder regularly evaluates her practice and seeks the views of parents and children to help her identify areas for improvement. For instance, the outdoor areas are being remodelled at different levels so that all children can enjoy planting flowers. Children's health and safety is supported well. The childminder frequently shares children's learning with parents. For instance, they enjoy looking at the photographs of their children participating in activities. Parents are happy with the care their children receive and write positive comments in the childminder's feedback book. The childminder supervises the work of her assistants to ensure there is continuity in children's care and learning.

### Quality of teaching, learning and assessment is good

The childminder provides interesting experiments to help develop children's thinking skills. For example, collecting tubs of snow together and bringing them indoors to observe how quickly it melts. The childminder effectively promotes children's early literacy development. For example, children enjoy listening to stories and participate in making very good animal noises. Children further discuss the animals and recall instances from previous outings. They remain focussed for long periods. Children are developing good mathematical skills. For instance, they confidently count wooden blocks and identify the correct shape, such as square, to help them build tall towers.

### Personal development, behaviour and welfare are good

The childminder's home is warm and welcoming and she is a good role model for children. The childminder effectively supports children's personal, social and emotional development. For example, she praises children when they are kind and uses good distraction techniques to refocus younger children's frustrations, such as when they both want the same toy. Consequently, behaviour is very good and age appropriate as they learn effective boundaries. Children play happily with the resources. This helps them develop positive social skills as they interact with each other. They independently wash their hands before and after eating. They learn about healthy eating choices. For example, they enjoy home-cooked meals and visiting local shops to select and buy fruits and vegetables.

### Outcomes for children are good

All children make good progress in their learning, including those with English as an additional language. For example, the childminder has implemented some good multilingual resources to help all children feel included and valued. Children are confident learners and they freely explore the environment. They are well prepared for the next stage in their learning, including their move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY438941                                                                          |
| <b>Local authority</b>             | Gateshead                                                                         |
| <b>Inspection number</b>           | 1105380                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 8                                                                             |
| <b>Total number of places</b>      | 18                                                                                |
| <b>Number of children on roll</b>  | 16                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 1 July 2014                                                                       |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2011 and lives in Rowlands Gill, Tyne and Wear. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds early years professional status and her assistants both hold an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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