

<b>Inspection date</b>	28 January 2015
Previous inspection date	29 June 2009

<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
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder has good teaching skills and a secure understanding of the Early Years Foundation Stage. She provides interesting and challenging experiences that meet the needs of children. Consequently, children make good progress in their learning in relation to their starting points.
- The childminder's safeguarding procedures are robust and rigorous, and good steps are taken to reduce potential dangers. This means that children are well protected and kept safe.
- The childminder supports children's language development well. She engages in children's play and encourages them to express themselves. This means that children's communication skills are developing well.
- The childminder is warm and caring. She develops a genuine bond with children, which helps them to settle well, feel confident, develop a strong sense of belonging and develop their emotional well being.
- The childminder is keen to develop her service. She acts on advice and attends training to extend her knowledge. Her plans for improvement are well targeted to strengthen her practice.

### It is not yet outstanding because:

- Partnerships with local schools are not fully embedded, so that there is increased sharing of information about children's learning, to ensure a more consistent and complementary approach.
- While there is a good selection of toys available, there are fewer natural resources that encourage babies and young children to investigate and explore using all of their senses.

## What the setting needs to do to improve further

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

- strengthen partnerships with local schools so that there is a more effective method for sharing more detailed information and complementing the children's learning and development
- enhance babies' and children's sensory development further, for example, by extending opportunities for them to explore and investigate a wider range of natural resources.

### Inspection activities

- The inspector viewed all areas accessed by the children.
- The inspector observed the childminder's interaction with the children and spoke to her and the children throughout the course of the inspection.
- The inspector looked at and discussed a range of records, policies and procedures with the childminder, including evidence of her qualifications and the suitability of all household members.
- The inspector and childminder undertook a joint observation of an activity.

### Inspector

Eileen Grimes

## Inspection findings

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

Children are supported well in their learning and development as the childminder is sensitive to their needs and interests. She understands how children learn through play and offers a good range of activities that link with their interests and support their increasing development. As a result, they are happy and settled in her care. Children's development is tracked across the areas of learning to ensure they continue to make optimum progress. Children are also acquiring the skills, attitudes and dispositions they require for their next stages of learning, through the childminder's sensitive, caring guidance and approach. Children enjoy looking at books on a one-to-one basis and cuddling up with the childminder to share and interact with the stories. Children enjoy baking, showing sustained concentration as they make the biscuits with support from the childminder. The children develop their physical skills through the range of equipment available in the garden and through the many outings to parks and other places of interest. They observe the changes in the seasons as they walk to school and learn to care for living things as they take part in a bird-watch campaign, looking for and recognising the various types of birds. This helps to broaden children's learning experiences and widens their awareness of the world around them.

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

The childminder provides a calm environment and displays genuine concern and affection for them. Good, warm and caring relationships between the childminder and children are evident. Children are valued and the childminder helps them to feel good about themselves by providing positive support, praise and encouragement, while managing their behaviour well. The childminder provides a range of good quality, age-appropriate toys and resources, and effectively organises her home to enable children to make independent choices about their play. However, there are fewer natural resources suitable for babies and young children, to encourage them to investigate and explore using all of their senses. Good hygiene procedures mean that children learn about the importance of hand washing from an early age. They develop a good understanding of healthy eating through eating fruit and other healthy snacks.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She has systems in place to monitor her practice and the impact of this on children's progress. The childminder has established very good working relationships with parents. She ensures that they are kept informed about every aspect of their child's day. The childminder gathers a wealth of information from parents about children's starting points and information about what they are doing at home. She understands the importance of sharing information and working in partnership with local primary schools. However, these partnerships are not fully embedded so that there is a more effective method for sharing more detailed information and complementing children's learning.

## Setting details

<b>Unique reference number</b>	309946
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	867908
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	29 June 2009
<b>Telephone number</b>	

The childminder was registered in 1993. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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