

Inspection date	2 February 2015
Previous inspection date	6 May 2009

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

- The childminder has established very good relationships with parents. She uses innovative methods to ensure that parents are kept informed about every aspect of their child's care and education. Consequently, parents are able to extend children's learning at home.
- The childminder has an in-depth knowledge of how to ensure that children are protected. She has a good understanding of safeguarding procedures and has assessed the risks to her premises to minimise hazards, so children are able to access areas of the home freely.
- The quality of teaching is good because the childminder has a thorough awareness of how young children learn and develop. She is enthusiastic and provides a wide range of imaginative activities for the children. As a result, they are eager to learn and demonstrate high levels of engagement considering their ages.
- Self-evaluation and action planning is effective as the childminder reflects on her practice and is proactive in seeking information, which she uses to make continual improvements.
- The childminder extends and develops children's language and communication in their play and in regular routines, such as song and story times. This means that children are making good progress in their communication skills.
- The childminder builds effective relationships and attachments with children, and provides a caring home environment with familiar routines. As a result, children are confident and self assured.

It is not yet outstanding because:

- The childminder does not always make the most of everyday routines to strengthen the opportunities that children have to count and recognise shapes in the environment.

What the setting needs to do to improve further

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

- develop children's mathematical skills further, for example by consistently including counting and shape recognition skills in everyday activities.

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 all household members' suitability.
- 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 have many good opportunities to participate in a wide range of activities and experiences. There is a good mix of adult-led and child-led activities, allowing the children to make choices. The childminder is highly skilled at understanding when to allow children space to explore and experiment with activities and when and how to intervene to maximise learning. This results in children developing skills in perseverance and negotiating an outcome with peers. This is further enhanced by the childminder's skilful approach to asking children questions, which encourage them to think and reason. As a result the quality of teaching is good and children make rapid progress. However, daily routines and spontaneous situations are not used to best effect to increase children's awareness of maths within the environment. For example, children do not count, talk about or recognise shapes in activities. The childminder has high expectations of the children as she regularly completes observations, assessments and tracking documents. She uses this information effectively to recognise the children's achievements, track their progress and identify their next steps in learning. This documentation enables the childminder to detect and address any gaps in the children's learning and development. Consequently, children are being well prepared for the next stage in their learning.

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

Children form secure attachments and positive relationships with the childminder and their peers. They talk confidently to visitors to the childminder's home, keen to detail what they are doing and why. They have access to a good range of stimulating resources, which help to promote their development and support their emotional well-being. Children's behaviour is very good and they respond very well to the childminder, who acts as a positive role model as she uses constant praise and encouragement. The childminder supports children to develop an understanding of healthy lifestyles. They talk at mealtimes about how the body needs good food to give them energy, just as a car needs petrol. Children relate well to this and then discuss the need for more energy for energetic play.

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. The childminder ensures that she keeps up to date with current practice through accessing training. She has completed a level 3 childcare qualification. This has developed her evaluation and reviewing procedures and the impact of her practice on children's development. This, in conjunction with her monitoring of children's files, ensures that she has a good capacity for continual improvement. The childminder has established exceptional relationships with parents. She ensures that they are kept informed with high-quality information, which supports them to continue their children's learning at home. She has made good links with other early years settings that children also attend. The sharing of information is effective to ensure children receive consistency and continuity in their learning.

Setting details

Unique reference number	311617
Local authority	Gateshead
Inspection number	868035
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	6 May 2009
Telephone number	

The childminder was registered in 1999. She lives in Whickham, Gateshead. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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