

**Inspection date**

Previous inspection date

5 March 2015

9 October 2008

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

## Summary of key findings for parents

### This provision is good

- The childminder is very flexible in order to meet children's individual needs. Children are very well supported when they start in the setting and develop the skills they need to move on to school with confidence.
- The childminder has good systems in place for observation, assessment and planning. Children's progress is closely monitored and gaps in learning are planned for.
- The childminder works very effectively in partnership with parents to support children's learning and development. As a result, parents feel well informed and involved in their children's learning.
- Children form strong bonds with the childminder and are very happy in the setting. This is because she is sensitive, considerate of their needs and effectively supports their emotional and physical well-being.
- Children develop a good understanding of healthy lifestyles. Hygiene routines are followed and children enjoy healthy food, fresh air and exercise as part of their daily routine.

### It is not yet outstanding because:

- The end result of some creative activities is pre-determined and, as a result, opportunities for independent choice and creativity are not always fully extended.
- There is scope to improve the availability of resources, which can be used imaginatively and in a number of ways.

## What the setting needs to do to improve further

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

- enhance children's individual creativity in activities by allowing them to explore and determine their own creations
- enrich the learning environment by providing more resources, which can be used in a number of ways, to maximise the opportunities for children to play imaginatively.

### Inspection activities

- The inspector viewed the areas of the setting used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation, including policies, children's records, planning and assessment files, and risk assessments.
- The inspector observed children engaged in activities in the living room and the dining room.

### Inspector

Julia Matthew

## Inspection findings

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

Teaching is good and, as a result, all children make good progress. The childminder plans activities and experiences, which support children's interests and next steps in learning. Children are very well supported to develop communication and language skills. This is because the childminder uses explanation, commentary and repetition to help children learn and understand new language. Furthermore, she encourages them to ask and answer questions and to share their ideas and preferences. The childminder provides a stimulating environment with developmentally appropriate resources, which support all seven areas of learning, indoors and outside. Consequently, children are motivated and excited to learn. They are given time to investigate and explore their surroundings and become fully engrossed in independent play. The childminder engages children in creative activities, which they thoroughly enjoy. However, as the end result of the activities is pre-determined they do not always fully promote children's individual creativity.

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

The childminder provides a safe, secure and inviting environment for learning. She uses information from parents about children's care, learning and development as a starting point for planning. Children access resources independently and are happy to approach the childminder for support, encouragement and comfort when they need it. However, they do not always have access to resources, to use in a number of ways, to encourage imagination. Children develop independence. She encourages them to persevere when they face challenges. Consequently, they develop resilience and self-help and self-care skills. Children's behaviour is good because the childminder is a good role model and has high expectations of them. Children are reminded how to stay safe as they move around the setting and use resources. As a result, they are beginning to understand how to keep themselves safe. The childminder makes good use of the local environment to extend and complement children's learning. They attend groups, which support their social skills, and learn about the world around them by going to nearby shops and parks.

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

The childminder has a good understanding of how to keep children safe, including what to do if she has concerns about a child's welfare. Risk assessments are used effectively to reduce hazards. A comprehensive set of health and safety policies and procedures are in place, robust and evident in practice. As a result, children are kept safe in the setting and on outings. The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses this knowledge to ensure that children's individual needs are effectively met. The childminder is committed to improving her practice through training, which impacts positively on the quality of the setting. She is reflective and uses the views of children and parents to plan for development. The childminder has developed good partnerships with parents and local schools, to support continuity of care, learning and development.

## Setting details

<b>Unique reference number</b>	311796
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	966420
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	9 October 2008
<b>Telephone number</b>	

The childminder was registered in 1989 and lives in Low Fell, Gateshead. She operates all year round from 7.45am to 6pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate  
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