

Inspection date	17 March 2015
Previous inspection date	23 October 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

- Children love reading. An attractive book area encourages children to look at books or select rhyming bags to sing with the childminder. As a result, children gain a good range of skills, which prepare them well for school.
- The childminder monitors children's learning and takes prompt action when areas of underachievement are identified, seeking appropriate advice and support where necessary.
- Children make good progress in their learning. The childminder observes children regularly to understand their level of achievement and uses this information well to shape learning experiences for each child.
- Children are very safe in the setting. The childminder reviews risks in the environment regularly in order to maintain a safe and secure environment.
- The childminder has a good relationship with parents. They share information regularly, which means that children's learning is supported effectively.
- Children settle very quickly into the setting. The childminder has flexible settling-in procedures and gathers detailed information about children's likes and dislikes. This means that the childminder is able to meet children's individual care needs effectively.

It is not yet outstanding because:

- There are occasions when the childminder does not adapt her language as effectively to meet the needs of babies or toddlers.
- On some occasions, children are not always given the time to solve everyday problems themselves. As a result, children sometimes rely on the childminder to solve problems for them.

What the setting needs to do to improve further

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

- help children to solve their own problems by giving them the space to try things out for themselves
- improve ways of adapting language to meet the needs of younger children; by consistently using single words and simple phrases to enable them to learn new words more rapidly.

Inspection activities

- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector observed play and learning activities and spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents spoken to on the day, as well as written comments from parents and children, provided for the purpose of the inspection.
- The inspector viewed regulatory documentation, including evidence of suitability for all household members, children's details, learning files, and a sample of policies and procedures.

Inspector

Elizabeth Fish

Inspection findings

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

Children enjoy their time at the childminder's. Exciting activities are planned to support children's emerging interests across the seven areas of learning. For example, the childminder plans a range of activities to extend children's interest in firefighters. The quality of teaching is good as children have plenty of time to follow their own interests. The childminder plays alongside children effectively. However, occasionally, the childminder intervenes too early in children's play to offer solutions to problems. For example, she tells children to get more dough when they cannot fit all the shells on their piece. As a result, some children do not persevere when problems occur and sometimes say; 'I can't'. The childminder generally demonstrates a good understanding of how to promote children's language. She provides good support to older children as she repeats and demonstrates what children are saying. However, at times the childminder does not adapt her language as well for babies and toddlers. Sometimes, the phrases she uses are too long for younger children to copy or respond to. As a result, their progress in this area is less well developed.

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

Children are happy in the childminder's care and behave well. Older children demonstrate good self-control when incidences of frustration occur. For example, they calmly adjust the jigsaw pieces when babies crawl on to a puzzle they are using. Parents comment that their children grow up to be well mannered and sociable. Children have a good relationship with the childminder and love playing with her. Children are confident in the setting and thrive on consistent, yet flexible routines. This enables the childminder to meet children's individual needs effectively. For example, she plans an early lunch when children become tired. Children are confident and motivated to learn in a well-organised environment that reflects their emerging interests. Children have opportunities to be active and engage in physical play. Children spend long periods of time outdoors, playing in the mud kitchen. They also go on outings to the park, soft play centres or local beaches.

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

The childminder has a secure knowledge of the learning and development requirements and how to keep children safe. She talks confidently about the procedures she would follow, should she have a concern about the welfare of a child in her care. The childminder is committed to improving the quality of her provision and has recently developed the outside area. She takes into account the views of parents when evaluating her provision. For example, she now gives children warning when it is time to go home, to improve the handover process to parents. The childminder attends training to update her own knowledge, which benefits children's care and learning. The childminder has a very good relationship with other providers. She shares information with local schools about children's learning and development. She plans activities, such as learning about different emotions, to support children's learning in school.

Setting details

Unique reference number	311750
Local authority	Gateshead
Inspection number	868040
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	23 October 2009
Telephone number	

The childminder was registered in 2000 and lives in Crawcrook, Ryton. She operates all year round, from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

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