

Inspection date

30 March 2015

Previous inspection date

17 November 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 indoor environment is organised and effectively planned to enable children to freely access resources of their choice. It provides a safe, secure and yet challenging space for children to play.
- The childminder demonstrates good teaching skills. She listens carefully to children and models language by encouraging them to pronounce their words correctly. This effectively promotes good communication and language skills.
- The childminder teaches children the positive aspects of eating healthily and taking regular exercise. The meals and snacks that she provides are nutritious and well balanced. She involves older children in the planning and preparation of meals, so that they learn the fundamental basics of food preparation.
- The childminder has established good partnership working with parents and carers. She seeks feedback from children and parents to ensure everyone's needs are met. The childminder also shares good practice with other childminders. This all contributes to an effective self-evaluation process.
- Children are kept safe and well. The childminder has a comprehensive list of policies and procedures, which she implements effectively. She successfully risk assesses the environment and involves children, so that they learn to manage risk for themselves. This contributes to the safe and efficient management of her setting.

It is not yet outstanding because:

- The childminder does not always make best use of the space and the resources available in the outdoor area.
- Children are not always provided with opportunities to extend their mathematical skills further.

What the setting needs to do to improve further

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

- develop further children's investigation and exploration skills by making better use of the outdoor environment, for example, by having sand, water and other resources available to meet children's interests, throughout the whole year and in all weathers
- extend children's mathematical skills by providing more opportunities for children to observe, compare, sort and categorise objects.

Inspection activities

- The inspector viewed the premises, indoors and outside.
- The inspector observed and talked with children and the childminder at appropriate times throughout the morning.
- The inspector held discussions and conducted a joint observation with the childminder.
- The inspector checked evidence of the childminder's qualifications and the suitability of all household members.
- The inspector viewed a wide range of files and documents, including relevant policies and procedures, observation and tracking documents, risk assessments and accident and medication documents.

Inspector

Janice Caryl

Inspection findings

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

The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She understands that children learn best when they can follow their own interests and make their own choices. Children soon become engaged in their imaginative play. They enjoy dressing-up and invite the childminder to tell and share stories to build on their play experiences. Children take great delight in reading from the wide variety of books available. They show their competence as they re-tell the stories, joining in with the rhyming phrases. The childminder plays alongside children as they choose and play with some toy animals. Children set the animals down for a sleep and talk about the noises they make. The childminder encourages children to count. Children talk to the childminder about the lion, the tiger, the leopard and other animals. However, there are missed opportunities to develop children's mathematical skills even further. For example, the childminder does not encourage children to compare the animals, sort them into groups and put them in order of size.

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

The childminder effectively supports children in developing their physical and emotional well-being through establishing strong and effective attachments. Consequently, children demonstrate their confidence and self-assurance as they play. The childminder helps children to develop the skills in preparation for school. She promotes good hygiene rules as she encourages children to wash their hands in preparation for snack. Children immediately respond and do this independently. The childminder uses positive behaviour strategies to support children in managing their emotions. She differentiates her strategies to meet the needs of all the children. As a result, children use good manners and develop social skills and acquire a sense of what is right and wrong. The childminder teaches children about keeping fit and healthy. She takes them out to the parks, to the library and to the beach on a regular basis. However, she does not use her own outdoor area in the colder wintery months. Furthermore, additional resources to extend children's play further are stored away in the outside shed.

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

The childminder holds a relevant early years qualification at level 3. This gives her a good understanding of how children learn and enables her to teach them effectively. The childminder has completed safeguarding training. Consequently, she is fully aware of the signs and symptoms that would alert her to any child protection issues. The childminder receives online bulletins and shares good practice with other childminders. This helps her to keep up to date with current legislation and contemporary early years and childcare issues. The childminder monitors the curriculum and tracks children's development in all areas of learning, to ensure they make consistently good progress. Effective partnerships have been established with other settings that children attend. This promotes successful continuity for children in their care, learning and development.

Setting details

Unique reference number	312415
Local authority	South Tyneside
Inspection number	868082
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	17 November 2009
Telephone number	

The childminder was registered in 1997 and lives in South Shields, Tyne and Wear. She operates all year round from 7.45am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a National Vocational Qualification at Level 3.

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