

Inspection date	20 April 2015
Previous inspection date	29 November 2011

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not met	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

- Effective arrangements are in place to observe and assess children's learning. This information is used well by the childminder to plan appropriate activities to meet children's learning and development needs.
- The childminder supports children's communication and language skills well. She sits and plays alongside them on the floor, modelling and extending the language they use.
- Children experience a wide variety of activities and experiences both inside and outside of the childminder's home. This provides opportunities for children to understand the world in which they live and explore natural areas, such as the local beach.
- The childminder obtains good quality information from parents, on entry, in order to maintain and continue care routines, such as feeding and sleep patterns. This ensures children's emotional and physical needs are well met.
- The childminder reviews and monitors her provision well. She has good knowledge of the Early Years Foundation Stage and provides activities that cover all areas of learning and reflect children's interests.
- Good opportunities are provided in the childminder's garden for children to enhance their physical skills. They enjoy jumping on the trampoline and explore diggers and shells in the sand tray.

It is not yet outstanding because:

- There are times when the television in the background distracts children from their activities. This interrupts their concentration and attention, and occasionally results in children losing interest in what they are doing.
- Strategies to engage parents to share information about what they know about their children's learning at home, in order to inform the childminder's ongoing assessments, are not always successful.

What the setting needs to do to improve further

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

- maximise opportunities for children to develop their concentration and attention skills, by reducing background noise, such as the television.
- obtain more detailed information from parents about what children are learning at home, to inform the childminder's ongoing assessments and promote more rapid progress in children's learning.

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 viewed regulatory documentation, including evidence of suitability checks, children's details, learning journals and a sample of policies and procedures.
- The inspector discussed self-evaluation and how this is organised to drive improvements that benefit the children.

Inspector

Nicola Jones

Inspection findings

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

The childminder is well qualified. The quality of her teaching is good. This means children make good progress in their learning and development. The childminder supports children well to develop skills, such as counting up to 10. This promotes their readiness for school, when the time comes. Children are supported well as they play. The childminder sits alongside them, modelling the use of equipment, such as scissors and glue. Children show good levels of fascination when they cut paper and enjoy sticking materials onto glue. However, occasionally, children lose interest in their activities and do not maintain attention and concentration for sustained periods of time. This is because they are interrupted by the noise of the television in the background. The childminder works generally well with parents. She obtains good quality information about children's learning when they first start attending. This helps to inform her initial assessments and promotes rapid progress from the outset. However, the childminder is less successful in maintaining the information she receives from parents, in order to support her ongoing assessments. This means she is not always able to act upon what children have been learning at home in order to extend their learning even further.

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

Children develop strong relationships with the childminder. High levels of care are provided. As a result, children are confident and motivated to explore toys and equipment in the living room and outdoor area of her home. Children behave very well. This is because the childminder provides clear behavioural expectations and boundaries. Children know how to behave, and where they can and cannot go within her home. Children develop a good awareness of safety during play-based activities. This is because the childminder shows them how to use equipment safely, such as scissors and supervises them well at all times. Children develop very good independence skills for their age. For example, they butter their own bread and chop foods, such as bananas at snack time.

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

The childminder monitors and reviews children's assessments well. This ensures children receive the correct intervention, if this is required. Good partnerships with external agencies and services, when applicable, further support the childminder to meet children's individual needs. The childminder has very good knowledge of how to keep children safe. She keeps her knowledge updated by attending training. This ensures she knows who to contact if she has concerns regarding any child in her care or if an allegation is made against her. The childminder reflects upon the service she provides. She identifies areas for improvement, taking account of the views of parents and children. Regular contact with other childminders in her local area further supports the self-evaluation process.

Setting details

Unique reference number	310160
Local authority	North Tyneside
Inspection number	957375
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29 November 2011
Telephone number	

The childminder was registered in 1994 and lives in North Shields, Tyne and Wear. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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