

Childminder Report

Inspection date

6 May 2015

Previous inspection date

12 April 2010

| 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 make good progress. The childminder observes and assesses children's learning regularly, in order to understand their current stage of development. This enables her to plan appropriate activities to extend children's learning even further.
- The quality of teaching is good and sometimes outstanding. Young children demonstrate high levels of perseverance when they encounter problems, because the childminder gives children time to explore things themselves and find solutions to everyday problems.
- 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 she is able to meet children's individual care needs effectively.
- Children are very safe in the setting. The childminder demonstrates a good understanding of how to keep children safe. She reviews risks in the environment regularly in order to maintain a safe and secure environment.
- The childminder works effectively with other professionals, such as physiotherapists, in order to meet children's individual needs effectively.
- Partnerships with parents are good. Parents are well informed about their child's learning, and they are encouraged to share and support their child's learning at home.

It is not yet outstanding because:

- There are occasions when the childminder does not act quickly enough when problems of sharing occur between the youngest children. This sometimes causes other children to become frustrated.
- Children are not always able to access resources independently.

What the setting needs to do to improve further

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

- help younger children to gradually accept the principles of sharing, by responding more quickly and consistently as minor incidents occur
- review the organisation of resources, so that children can access resources independently.

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 into account of the views of the parents spoken to on the day, as well as, written comments 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

The childminder provides a stimulating range of activities, indoors and outdoors, to promote children's learning and development. Children are highly motivated, as they squeeze paint onto salt pictures and watch what happens. The childminder extends children's interests effectively. For example, after children become interested in the concept of floating and sinking, she plans additional activities to extend this. Children make good progress in communication and language. This is because the childminder alters her language to meet the needs of children. She comments on what older children are doing, and extends the language of younger children effectively. For example, as toddlers play with the doors on a toy bus, she uses the words open and shut. Children laugh and giggle as they open the doors again, repeating open and shut. Children enjoy stories; they visit the library and enjoy listening to stories and talking about the pictures. These skills prepare them well for school.

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

Children are happy in the childminder's care and enjoy spending time with her. Parents comment that their children feel like part of the family. Children have a good relationship with the childminder and laugh and giggle, as they play in a house created from boxes. Praise and encouragement as children attempt new things, such as walking downstairs, gives children confidence. Children are generally independent in the setting as they find their coat or shoes. However, they are not always able to access resources independently, reducing their choice. This is because many resources are stored in a large toy box, which children find difficult to access. Children have opportunities to be active and engage in physical play, in the yard or on outings to the park. Children's behaviour is generally good as they play alongside each other. Most children share their toys with other children. However, occasionally, the childminder does not respond quickly enough when younger children take toys off others. This occasionally leads to feelings of frustration.

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 has a robust understanding of the procedures to follow, should she have a concern about a child. The childminder is committed to promoting a good-quality provision for children and their parents. She takes into account the views of parents when evaluating her provision, and has clear plans for improvement. The childminder uses this to plan her own professional development and attends regular training to update her own knowledge. She uses her qualifications well to review children's learning and takes prompt action when areas of underachievement are identified. The childminder works well with local schools. They share information about children's learning and talk about what children are doing in school. She plans activities, such as planting beans, to complement learning in school. The childminder also attends training at the school. This enables her to support the children in her care effectively.

Setting details

| | |
|------------------------------------|----------------|
| Unique reference number | 310050 |
| Local authority | North Tyneside |
| Inspection number | 867917 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Name of provider | |
| Date of previous inspection | 12 April 2010 |
| Telephone number | |

The childminder was registered in 1997, and lives in Benton, Newcastle upon Tyne. She operates all year round from 7.45am to 5.45pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds a National Vocational Qualification at level 3. She is a member of the Professional Association for Childcare and Early Years.

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