

# Childminder Report

**Inspection date**

2 June 2015

**Previous inspection date**

2 April 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder observes, assesses and tracks children's development, which enables her to quickly identify and address any gaps in their learning. As a result, all the children make good progress and acquire a varied range of skills needed for school.
- Children are eager to participate and show concentration in their play. This is because the childminder provides them with a wide selection of fun and exciting activities, which cover all seven areas of learning.
- The childminder creates a homely and friendly environment, which effectively promotes children's emotional well-being. Consequently, children are independent and confident learners.
- Children are safeguarded well because the childminder implements a good range of written policies, procedures and risk assessments. This protects children's welfare, and ensures they are safe and secure.
- The childminder understands the importance of working in partnership with local primary schools and sharing information with teachers. This ensures a complementary approach and means children are well supported for their future move on to the next stage in their learning.
- Children have daily opportunities to participate in physical play and access fresh air. They regularly visit the local park, fields and woods, while walking the childminder's dog. This enables children to explore the natural environment.

### It is not yet outstanding because:

- The childminder does not always ensure parents contribute to the initial assessments of children's starting points on entry, in order to obtain a complete picture of children's learning and development.
- The childminder does not encourage parents to regularly share their views and feedback to support her self-evaluation.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about their children's capabilities on entry to the setting, to plan for children's learning from the outset and inform initial assessments
- seek the views of parents on a regular basis, to inform self-evaluation and help to drive future improvement.

### Inspection activities

- The inspector viewed all areas accessed by the children.
- The inspector observed play and learning opportunities for the children.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at, and discussed, a range of records, policies and procedures with the childminder, including evidence of qualifications and the suitability of all adults in the household.
- The inspector took account of the views of parents through written testimonials obtained by the childminder.

### Inspector

Rachel Enright

## Inspection findings

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

The quality of teaching is good because the childminder successfully follows children's individual interests, which supports their future learning. Children show motivation and enthusiasm during a baking activity. They develop their information and communication technology skills, and understanding of how and why things work, when they use the electric mixer and scales. In addition, the childminder uses this activity to support children's mathematical development as they learn about numbers, size, measure and weight. This is further promoted when children fill and empty a selection of containers during water play. Children thoroughly enjoy participating in imaginary play as they use a range of small-world and construction resources. They develop their creativity when they make models and cards, which supports their expressive arts and design skills. The childminder promotes a consistent approach because she ensures parents are kept informed about their children's learning and development. Parents receive verbal feedback on a daily basis and communicate with the childminder through the use of email and text messages. They can also access their children's photograph book to ensure they have a clear overview of their achievements. However, information gathered when children first start attending the setting mainly focuses on care routines. This means parents are not always encouraged to share what their children can already do, to enable the childminder to use this information to help her to establish children's starting points.

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

Children have formed strong relationships with the childminder and her family, which means they are happy, settled and content in her care. The childminder acts as a positive role model, and offers constant support and guidance to children. As a result, children behave well because they fully understand the expectations. Children receive regular praise and encouragement from the childminder, which develops their self-esteem and ensures they feel valued. Children are starting to develop their own understanding of how to keep themselves safe and healthy. The childminder models how to use the scissors correctly and reminds children to cover their mouth when coughing to prevent the spread of germs.

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

The childminder shows a commitment to her professional development and continually refreshes her skills and knowledge. She attends relevant training courses, uses guidance books and accesses websites, which ensures she has a good understanding of the requirements of the Early Years Foundation Stage. The childminder has established good relationships with other childminders and professionals to enable her to share ideas and discuss best practice. Self-evaluation systems are used to enable the childminder to identify strengths and areas for future development. However, the childminder does not consider the views of parents to support this process and enable her to use their contributions to maintain continuous improvement.

## Setting details

<b>Unique reference number</b>	309889
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	867904
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	3 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 April 2009
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Whitley Bay, North Tyneside. The childminder operates from 7.30am to 5.30pm, Monday to Friday, for 39 weeks of the year.

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