

# Childminder Report

## Inspection date

29 June 2015

Previous inspection date

8 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The childminder delivers the Early Years Foundation Stage framework with passion and enthusiasm. She is highly committed to her provision and works exceptionally well with her skilful and dedicated assistant.
- Children make excellent progress in all areas of learning. The childminder uses highly effective teaching methods to engage and excite children. As a result, children are keen learners who confidently lead their own play.
- The journey of learning children make over time is captured wonderfully in development files. These include photographs of children at play and clearly demonstrate the excellent progress they make whilst in the childminder's care.
- Children's progress is rigorously monitored through regular observations and clear tracking. This allows the childminder to swiftly identify areas for development and implement next steps into their plans. As a result, all children make excellent progress and the achievement gap between groups of children lessens rapidly.
- The childminder demonstrates a secure and in-depth understanding of safeguarding and the reporting procedures she must follow in the event of a concern. Her recent safeguarding training supports her in her role of keeping children safe.
- The childminder works in unison with parents to ensure they are fully involved in their children's care and development. There is a consistent two-way flow of communication, enabling both parents and the childminder to share valuable information. Parents are also supported in continuing their children's learning at home.
- The childminder works closely with the other early years settings the children attend. Children's progress and planned activities are discussed. This collaborative approach to children's care and learning has a significant impact on children's ongoing development.

## What the setting needs to do to improve further

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

- enhance the already highly effective programme for mathematical development by providing even more opportunities for children to measure, use numbers and explore shapes and space.

### Inspection activities

- The inspector observed activities indoors, in the garden and during lunchtime.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder and took into account her evaluation.
- The inspector viewed children's records, planning documentation and a range of other documentation, including policies, procedures and the childminder's self-evaluation document.
- The inspector took account of the views of parents through letters left for the inspector.

### Inspector

Katie Sparrow

## Inspection findings

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

The childminder has a firm understanding of how children learn. She uses her knowledge of individual children to optimise learning opportunities. As a result, children make rapid progress. Children are wonderfully supported as they play. For example, while children play with a shape sorting game, the childminder effectively encourages them to think about why certain objects do not fit into the holes, inspiring children to investigate and test their ideas with other objects. The childminder's quality teaching and skilful questioning greatly supports children's thinking and communication skills. Children have great fun exploring outside and enjoy playing with a chalkboard. The childminder seizes the opportunity for learning, asking the children if they can write their names with the chalk. They go on to skilfully write some of the letters in their names and practise the different sounds. The childminder's skilful intervention greatly encourages children's learning through their own play choices. The learning environment is interesting, well resourced and highly enabling. Children have great choice across all areas of learning. The childminder recognises the need to further enhance the provision for mathematical based play to extend children's learning.

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

The atmosphere in the childminder's home is vibrant and exciting. Children are happy and entirely at ease. They enjoy highly positive relationships with the childminder and her assistant, who are warm and caring towards them. The childminder places high priority on listening to children and ensuring their ideas and opinions are heard. As a result, children are confident, self-assured and motivated to join in. Children are given many opportunities to be independent from a young age. They confidently put on their coats and shoes and enjoy completing daily tasks, for example, washing their plates and cups after lunch. Children are emotionally well prepared for their future learning and their eventual move to school. Children learn about healthy lifestyles through interesting, everyday experiences that greatly support their physical well-being.

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

The childminder has a well-embedded knowledge of the requirements of the Early Years Foundation Stage and implements these with resounding success. She is well qualified and remains highly skilled through regular training opportunities and early years research. As a result, the childminder is an effective teacher who promotes children's different learning styles exceptionally well. The childminder works alongside an equally skilled and qualified assistant. Together they monitor their provision, reflecting on the service they provide and its effectiveness. This includes the childminder's monitoring of her assistant's practice and sharing feedback on strengths and areas she could improve on. Continuous self-evaluation means the childminder is able to maintain her excellent practice over time.

## Setting details

<b>Unique reference number</b>	401603
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	855410
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 February 2011
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Blyth, Northumberland. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder and her assistant both hold relevant early years qualifications. The childminder provides funded early education for two-, three- and four-year-old children.

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