

# Childminder Report

**Inspection date**

7 July 2015

**Previous inspection date**

11 January 2010

<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 has a secure knowledge of children's interests and developmental levels. This enables her to plan and provide activities that motivate all children to learn and provide good levels of challenge. Consequently, children of all ages are making good progress for their next stage in learning.
- Children are happy and secure. They form strong emotional attachments with the caring and attentive childminder. As a result, children are confident in her care and their emotional well-being is supported well.
- The childminder demonstrates an excellent understanding of how to protect and safeguard children. Through the implementation of effective policies and procedures, she actively promotes children's safety and welfare.
- Children are well prepared for school. The childminder places a priority on helping children to gain skills, such as independent self-care skills and social skills. They visit the school to collect other children and attend events, such as book day. This helps children to be confident when going into the school environment.
- The childminder regularly reviews the strengths and weakness of her setting. Parents' views are sought through questionnaires. Consequently, the childminder confidently identifies the strengths of her setting and areas that need to be improved.

**It is not yet outstanding because:**

- The outdoor environment does not provide children with highly stimulating opportunities to explore and investigate natural resources.
- The childminder does not consistently support children to develop their activities in ways that they want to develop them.

## **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 excellent outdoor resources by continuing to develop opportunities for children to explore and investigate natural resources.
- enhance children's learning and the opportunities for them to use their imaginations by consistently supporting them to make their own choices and decisions during activities.

## **Inspection activities**

- The inspector spoke with the childminder throughout the inspection and interacted with the children.
- The inspector observed activities in the home and outdoor area and carried out a joint observation with the childminder.
- The inspector looked at evidence of the suitability of the childminder and household members, children's development records, and a range of other records, policies and procedures.
- The inspector took account of the written views left by parents for the inspection.

## **Inspector**

Lynne Pope

## Inspection findings

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

The well-qualified childminder has high expectations for children's learning. Fun and stimulating experiences are provided and in particular, children's communication and language skills are promoted well. The childminder enthusiastically joins in children's play and asks purposeful questions about their activities, encouraging conversation and enabling children to talk about what they know. Outdoors, children enjoy playing in the sand tray and with water. They develop an understanding of quantity and texture as they fill containers and watch how the sand and water pour into different receptacles. The childminder takes the opportunity to draw their attention to what is happening around them. For example, she points out a bee and gets children to look up when they hear an aeroplane. However, the childminder occasionally directs children when children are happily engrossed in what they are doing. This disrupts children's play and has a negative impact on their ability to use their imaginations and explore what they are doing.

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

Children are kept safe with the childminder. She assesses risks and makes sure children are aware of their surroundings and how to behave safely. For example, she explains to children to be careful when they run in the outdoor area so they might avoid falling. Children thoroughly enjoy being outside, benefitting from lots of fresh air and exercise. They make independent choices from a wide range of good quality toys and activities both indoors and outside. For example, they investigate how cardboard tubes can be used for different purposes as and they blow and make noises down them. However, outdoors there are not as many natural resources for children to explore and investigate to develop an even further understanding of the world and of nature. Children learn how to adopt healthy lifestyles by learning about good hygiene practices and healthy eating. During mealtimes, they gain an understanding about why fruit and vegetables are good for them. The childminder promotes their independence as she encourages children to cut their fruit up and introduces numbers as they count how many pieces they have got.

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

The childminder has a secure understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She has good systems for observing, assessing and checking children's progress in their learning and development. This means that she is able to swiftly identify and address any gaps in their learning. The childminder works exceptionally closely with parents and other early years professionals. She ensures they all work together to rigorously plan, assess and promote children's learning through a shared approach. Consequently, children are very well prepared for the next stage in their learning and for school. The childminder seeks to continually develop her professional knowledge. She attends well-chosen training that she then implements well to benefit the children in her care. For example, she attended sign language courses to help her communicate with children who are deaf.

## Setting details

<b>Unique reference number</b>	312387
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	868079
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	11 January 2010
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in South Shields, Tyne and Wear. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-year-old children. She supports children with special educational needs and/or disabilities. She holds an appropriate early years qualifications at level 3.

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