

# Childminder Report

**Inspection date**

8 September 2015

Previous inspection date

2 February 2011

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The childminder knows where children are in their learning and uses this information well to plan meaningful and motivational activities.
- The childminder welcomes children into her home where they develop very good relationships with the childminder and other family members.
- The childminder has a very good relationship with other schools and nurseries. They share information about planning and assessment which enables them to work effectively together.
- The childminder has a good understanding of how children learn. She plays alongside children and extends their interests as they develop. As a result, children are interested and motivated to learn.
- Children develop a good understanding of how to keep themselves safe, both indoors and outdoors.
- The childminder has a good relationship with parents and she uses a range of methods to communicate with them. As a result, parents are well informed about their child's learning and they understand how they can extend it further.

### It is not yet outstanding because:

- The childminder misses opportunities to enhance children's literacy skills so that they make even better progress in this aspect of their learning.
- The childminder does not use every opportunity to extend children's communication and language skills, and ability to think critically.

## What the setting needs to do to improve further

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

- consider how the use and organisation of books can better promote children's literacy skills
- be aware of, and make best use of, every opportunity during interactions with children to increase the rate of progress in their communication and language skills, and ability to think critically.

### 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 children.
- The inspector took into account written feedback from parents.

### Inspector

Elizabeth Fish

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust understanding of the procedures to follow should she have a concern about the welfare of a child in her care. In addition, thorough risk assessments ensure that the property is safe. The childminder is committed to improving her provision. She has clear plans for development and is committed to her own professional development. She has a good relationship with the local authority and seeks advice and support when necessary. The childminder monitors children's learning. This enables her to take prompt action when additional support may be needed. She works well with schools and other agencies, where necessary, to support the children in her care.

### Quality of teaching, learning and assessment is good

The childminder provides a range of stimulating activities to promote children's learning and development across the seven areas of learning. A range of resources are available for children to use in their play. However, children do not always have easy access to books and do not readily look at books. The childminder generally supports children's communication and language skills well. She speaks clearly to children and talks to them constantly about what they are doing. Sometimes, she asks questions about what toys they are going to use. However, she does not always give children enough time to think and respond before she rephrases a question. Parents are kept well informed of the progress their children are making. They enjoy looking at children's learning journal files.

### Personal development, behaviour and welfare are good

Children play in a clean, safe and welcoming environment where they are confident and motivated to learn. Children develop a good understanding of how to keep themselves healthy. They understand when they need to wash their hands and enjoy a range of healthy meals and snacks. Children also enjoy plenty of fresh air and exercise. The childminder is a good role model and children learn how to play together well. Older children demonstrate good self-control when younger children interrupt their game. They listen to each other and incorporate the ideas of other children in their play. For example, older children take on the role of the patient so that younger children can be the doctor. The childminder supports children's emotional well-being effectively. Children settle quickly into the setting. The childminder uses information from parents about children's routines and interests to ensure her provision meets the needs of children. The childminder helps children to settle into school and nursery as she visits with the children to develop their familiarity with the new environments.

### Outcomes for children are good

All children make good progress. Children are encouraged to be independent. They quickly get changed after nursery and put on their own shoes. The childminder prepares children well with the skills and knowledge they require in readiness for school. Children are beginning to write their own name and enjoy counting during their play.

## Setting details

<b>Unique reference number</b>	401580
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	855409
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 February 2011
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Stakeford, Northumberland. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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