

Childminder Report

Inspection date

11 September 2015

Previous inspection date

29 July 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 childminder is committed, enthusiastic and shows great confidence in all she does. She has a full and thorough understanding of the requirements of the Early Years Foundation Stage and implements these with success.
- Children demonstrate high levels of self-worth. They are keen to join in with activities and enthusiastically participate in the routine of the day. Children show an excellent 'can do' attitude, providing a strong foundation for future learning.
- The childminder is organised, proactive and has a positive attitude. She keeps herself well informed of all legislative changes and is aware as to how these will impact on her provision. She has all of the legally required documentation and records in place as well as a range of policies to support her good practice.
- The quality of teaching is good. The childminder asks a wide range of well-posed questions to help support children's thinking and communication skills. The childminder offers a good quality narrative as she joins in with the children's play.
- Partnerships with parents and other early years settings the children attend are well established and make a strong contribution to children's good development. There is a consistent two-way flow of communication, creating an effective collaborative approach to supporting children's care and learning needs.

It is not yet outstanding because:

- The childminder does not always model mathematical language to extend children's understanding of shape, space and measure even further.
- The childminder does not monitor the children's progress frequently enough to be sure that any emerging gaps would be identified and planned for swiftly.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their mathematical vocabulary and their understanding of space, shape and measure
- extend systems of monitoring to provide a regular and in-depth review of the progress children make to ensure any emerging gaps in learning are swiftly identified.

Inspection activities

- The inspector observed teaching and the impact this had on children's learning during freely chosen play and planned activities.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the childminder and assessed the accuracy of her evaluation.
- The inspector viewed children's records, planning documentation and a range of other documentation, including policies and procedures in place.
- The inspector took account of the views of parents from comments in children's learning files and from conversations with the childminder.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of potential signs and symptoms of abuse and is confident on the procedure to follow in reporting concerns. Self-evaluation processes are effective and support continuous improvement. This has a positive impact on the quality of the setting. The childminder is committed to further improving her knowledge. She completes training, regularly seeks out new information and conducts much research in order to make enhancements to her provision. The childminder checks children's progress to ensure they are progressing well and receive the support they need. However, this is not completed frequently enough to fully make sure that emerging gaps are quickly identified and planned for.

Quality of teaching, learning and assessment is good

The childminder has a wealth of experience and uses her knowledge and skills to effectively support and challenge children during their play. The childminder makes observations of the children at play, including styles of learning, to help her identify next steps and current interests. As a result, activities are appealing to children and they often become deeply engrossed in their play. Children independently access a wide range of well-organised and developmentally appropriate resources. Children enjoy play with construction. They use excellent imaginative skills and create wonderful storylines, using the available role-play items to explore their ideas. Children thoroughly enjoy using their mathematical skills to measure and weigh items, such as during a cookery activity. The childminder draws their attention to numbers on the scales and in the environment as they play. However, she does not always extend children's mathematical concepts and vocabulary to reinforce their understanding in this area.

Personal development, behaviour and welfare are good

Children display wonderful relationships with the childminder and each other. They demonstrate appropriate social skills as they play together cooperatively. The childminder is a good role model for the children, promoting good behaviour and regular attendance. She is calm and friendly in her approach and helps children to understand the expectations placed upon them through explanations and involving children in daily tasks. They learn how to be polite, considerate and respectful of others. The childminder places a high priority on meeting children's needs and ensuring that they are included and feel valued. This has a positive impact on children's physical and emotional well-being. Children learn about healthy lifestyles and how to manage reasonable risks through various interesting activities and resources.

Outcomes for children are good

All children make good progress in their learning. They are self-confident and demonstrate an enthusiastic approach to their learning. They thrive as they join in with the routine of the day and enjoy being independent as they carry out simple tasks. Children are well prepared for their move to school.

Setting details

Unique reference number	310136
Local authority	North Tyneside
Inspection number	855236
Type of provision	Childminder
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	29 July 2009
Telephone number	

The childminder was registered in 1988 and lives in Whitley Bay, North Tyneside. She operates all year round from 8am to 6pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3.

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