

# Childminder Report

**Inspection date**

25 September 2015

Previous inspection date

10 February 2012

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

**This provision is good**

- Staff have a very good understanding of how children learn. From their interactions with children and regular observations, they accurately assess how well children are progressing. Staff effectively follow up children's next steps for learning in their planning and teaching.
- Staff are clear about how to respond if they have any concerns about the welfare of a child. Risk assessments are thorough and reviewed regularly; consequently, children are cared for in a safe environment.
- Partnerships with parents are good. Staff use effective strategies to actively involve parents from the start and continuously value their input. Consequently, children receive care that mirrors that which they receive at home, providing security and stability for them.
- The manager makes sure that children, parents, staff and other professionals are fully included in the self-evaluation process. She meets with other providers to discuss and share best practice. This ensures that strengths and areas for further development are effectively identified, so that outcomes for children continue to be good.

**It is not yet outstanding because:**

- Staff do not always make a range of books and resources available to promote early reading skills for children.
- Staff do not always use all opportunities to enhance children's independence skills.

## What the setting needs to do to improve further

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

- develop further opportunities for children to have access to books and early reading materials
- make the most of all opportunities to develop children's independence skills even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The manager checks the educational programmes to ensure that children's needs are fully identified and their interests are effectively included. As a result, children's progress is good. The arrangements for safeguarding are effective because staff have a good understanding of the procedures and their responsibilities. The setting has robust recruitment and induction processes which ensure that children are always cared for by suitable adults. Regular meetings and ongoing training opportunities ensure that staff update their knowledge and practice. The manager observes staff practice and provides feedback to them. Staff have started to observe the teaching practice of their colleagues. They reflect on practice and are ambitious to raise the quality of teaching to a higher level. For example, they share what they have observed and use this information effectively to drive forward further improvement.

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

Staff are well qualified and have a good understanding of how to support children's learning through play. Staff encourage children to develop their independence skills. For example, children confidently make choices in their play from a wide range of stimulating activities. However, occasionally staff do not make use of all opportunities to promote these skills in order to extend them even further. Children are confident, articulate, creative and well prepared for school and their future learning. Staff talk to children and encourage them to think and predict what will happen next. They praise children's efforts, which motivates them to try again. As a result, children develop confidence as they build on their developing language skills. However, children are not always able to access books and reading materials, to develop their early reading skills and interest in books. Staff work closely with parents. They are kept informed about their child's progress and opportunities to extend their learning at home.

### Personal development, behaviour and welfare are outstanding

Children are welcomed in a warm and nurturing setting where their emotional and physical needs are extremely well met. Staff consistently promote children's confidence and social skills, so they are emotionally well prepared for moving on to nursery and school. Children are exceptionally familiar with the routines and this contributes to their good behaviour and strong sense of belonging. Staff provide daily opportunities in the excellent outdoor play area for children to be active and enjoy fresh air, which supports their physical well-being. Children learn about keeping themselves safe during activities. This ensures that they develop their understanding of risk.

### Outcomes for children are good

Staff plan and organise rewarding, often challenging, activities that promote all children's good progress. Disabled children and those with special educational needs make rapid progress as they are extremely well supported through the integrated approach of staff, parents and other professionals.

## Setting details

<b>Unique reference number</b>	EY434495
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	804425
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	22
<b>Number of children on roll</b>	33
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 February 2012
<b>Telephone number</b>	

Care with Cuddles was registered in 2011. The setting employs 12 members of childcare staff, seven hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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