

# Childminder Report

**Inspection date**

8 October 2015

Previous inspection date

16 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

- Children's communication and language skills are promoted well. The childminder uses effective strategies which help children to think, express themselves and develop confidence in speaking.
- The childminder uses her good knowledge of the children as well as formal observations to help her identify and plan for next steps in the children's learning. Activities and resources are closely linked to children's known interests helping them to become engaged in their play and learning.
- Children behave well and develop good social skills. The childminder helps children to understand the expectations placed upon them through age-appropriate explanations. They learn to be polite, use their manners well and to be considerate and respectful of others.
- Partnerships with the other settings children attend are firmly established and make a strong contribution to meeting children's needs. There is a consistent two-way flow of communication and children benefit highly from an entirely collaborative approach to their care and development.
- The childminder demonstrates a secure understanding of the requirements of the Early Years Foundation Stage. She is well organised and has in place all of the legally required documentation to support her good practice. Self-evaluation processes are effective and support continuous improvement.

### It is not yet outstanding because:

- Opportunities for children to be independent and do things for themselves are sometimes overlooked.
- The childminder does not always extend opportunities for children to gain an even deeper understanding of mathematics, in particular, the use of mathematical language.

## What the setting needs to do to improve further

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

- provide even more opportunities for children to be independent during the everyday routine
- provide more opportunities that help children to extend their mathematical language skills.

### 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 views of parents were taken into account from the letters left for the inspector.

### 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 knows the correct reporting procedures to follow should she have any concerns. The childminder's home is safe and secure. Risk assessments are regularly carried out helping the childminder to identify and minimise any hazards. The childminder is well qualified and regularly updates her skills and knowledge through training sessions and network meetings. She promptly implements her new skills to make improvements to her provision. Furthermore, the childminder evaluates all training attended and records how she intends to implement her new skills into her setting. The childminder monitors closely the progress children make. This helps to ensure she is able to swiftly identify any emerging gaps in their development so that additional support may be secured.

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

Children thoroughly enjoy their time playing and exploring the wide range of activities and resources available. Children are able to lead their own play and often become deeply engaged. They use wonderful imaginative skills as they act out storylines based on their own first-hand experiences. The childminder is an excellent play companion for the children. She enthusiastically joins in with children's play, using her good teaching skills to ask questions and present ideas. Children use a wide range of physical skills. They enjoy modelling with dough. They use their fingers to mould and shape the dough and use a range of cutters to make shapes. In the garden, children have a wonderful time kicking and throwing balls. They show excellent hand-eye coordination and balance. Partnerships with parents are very well established. The childminder involves parents in their children's learning from the very beginning, helping to create continuity in children's development.

### Personal development, behaviour and welfare are good

The childminder creates a warm and homely environment where children are entirely at ease and their physical and emotional well-being is greatly supported. Children are keen learners who enjoy participating in new activities. They are confident in new and social situations, demonstrating secure attachments with the childminder. Children's behaviour shows they feel safe and they gain a good understanding of risk. For example, children use good risk-assessing skills as they check if equipment in the garden is too wet to use. Children learn about leading healthy lifestyles. They enjoy a range of healthy snacks and meals and talk about how treats should be enjoyed as part of a healthy diet. Lots of opportunities for physical play help children to understand the effects of exercise on their bodies.

### Outcomes for children are good

All children make good progress in their learning from their starting points. They are learning to be independent from a young age, however there are times when children could be even more independent and carry out small tasks by themselves. Children develop the key skills needed for the next steps in their learning and moves to school.

## Setting details

<b>Unique reference number</b>	402988
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	872211
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 February 2011
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Morpeth, Northumberland. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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