

# Childminder Report

**Inspection date**

7 January 2016

Previous inspection date

20 July 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 childminder is a good role model. She manages children's behaviour in an appropriate way. Children are provided with clear, consistent boundaries which help them to understand what is acceptable behaviour.
- The childminder promotes communication and language skills well. She introduces new vocabulary and asks a range of questions to encourage children to think.
- The childminder supports the good health of children. Children are helped to develop an awareness of healthy food choices and good hygiene practices.
- Children's personal, social and emotional development are well supported. The childminder has successfully created a family atmosphere where children are learning to respect and celebrate each other's differences. Children are happy and confident in the setting.
- Children make good progress and the childminder has a good knowledge of child development. The childminder observes, assesses and effectively plans for the next steps in children's learning.

### It is not yet outstanding because:

- The childminder's professional development is not specifically focused on developing her good teaching skills to an even higher level.
- The childminder has not yet fully explored opportunities for parents to provide feedback about the setting, as part of her self-evaluation process.

## What the setting needs to do to improve further

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

- focus more precisely on a programme of targeted professional development to help raise the quality of teaching to an even higher level
- develop opportunities for parents to share their views about how the setting can be improved.

### Inspection activities

- The inspector viewed all parts of the childminder's home used for childminding.
- The inspector viewed 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 used to develop the setting.
- The inspector observed play and learning activities and spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents from their written feedback to the childminder.

### Inspector

Julie Campbell

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good knowledge of the learning and development requirements. She effectively monitors children's development and can quickly identify any gaps in their learning. The childminder plans suitable, exciting and challenging activities which motivate children to learn. This helps children make good progress. The arrangements for safeguarding are effective. The childminder has a good understanding of the procedures to follow should she have a concern about the welfare of a child in her care. The well-qualified childminder attends mandatory training, such as safeguarding and paediatric first aid. The childminder implements a good range of policies and procedures to promote children's health and safety. She carries out risk assessments on her home and on outings. This helps to minimise any potential hazards. Partnerships with parents are positive and they are involved in their child's learning. Parents comment that they are very happy with the care provided for their children.

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

The childminder's teaching is consistently strong. She provides children with a good selection of activities which challenges children's learning. This helps them remain engaged and motivated in their play. Children's communication and language are very well supported. Children's speech is developing well and they talk happily as they play and investigate activities. The childminder knows when to leave children alone to explore through play. Children are given time to experiment with a variety of cooking ingredients and resources. They show excitement as they use all their senses to investigate. Children have a variety of opportunities to develop their mathematical skills and they have access to a good range of resources and activities that encourages their interest in books and writing. The childminder supports children in developing the skills needed in preparation for nursery or their next stage in learning.

### Personal development, behaviour and welfare are good

Children benefit from regular opportunities to play in the garden. In addition, children go on regular outings and attend a number of playgroups which help to promote their physical development well. The childminder is proactive in developing children's understanding of healthy lifestyles. Children are provided with healthy meals and discuss the benefits of healthy eating. They practise good hygiene routines. The childminder promotes children's independence skills in everyday activities and routines.

### Outcomes for children are good

All children make good progress in their learning from their starting points. The childminder helps children to be independent and make choices about their play. They enjoy learning through a wide range of stimulating activities and experiences which capture their interests. Children are enthusiastic and interested, and show an eagerness to learn.

## Setting details

<b>Unique reference number</b>	310074
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	864950
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 July 2011
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in North Gosforth, Newcastle upon Tyne. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. The childminder provides funded early education for two-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

