

Childminder Report

Inspection date

22 February 2016

Previous inspection date

5 November 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 well qualified. Overall, her teaching skills are strong. She effectively observes and assesses children, which informs her planning for children's next steps in learning. Children make good progress in their learning and development.
- The childminder is sensitive and caring. Her skills in supporting children to manage their personal needs are highly effective. She is a good role model and manages children's behaviour well. Children are taught the difference between right and wrong and learn to share and take turns.
- Partnerships with parents are very strong. The childminder engages parents in all aspects of their child's care and education. Feedback from parents is extremely positive and they highly recommend the childminder.
- The childminder consistently reflects on her daily practice. She regularly consults with parents, children and other childminders. This helps her to identify where improvements can be made in order to enhance learning opportunities for children.
- The childminder is passionate about improving her practice and provision. She attends training, undertakes her own research and keeps up to date through childcare publications. This has a positive impact on the care and education she provides.

It is not yet outstanding because:

- Occasionally, the childminder is overly directive and children are not given maximum opportunities to make independent choices.
- At times, the childminder intervenes too quickly and offers solutions too readily. Children do not have enough time to think and solve simple problems for themselves.

What the setting needs to do to improve further

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

- provide children with more opportunities to make independent choices and initiate their own play ideas
- encourage children to think, talk about solutions and solve simple problems for themselves in their own time.

Inspection activities

- The inspector viewed the premises inside and outdoors, discussed aspects of policy and practice with the childminder, and talked with children.
- The inspector conducted a joint observation with the childminder.
- The inspector checked evidence of the suitability and qualifications of the childminder and the suitability of all household members over the age of 16 years.
- The inspector viewed a range of documents, including relevant policies and procedures, accident and medication records, and children's assessment files and diaries.
- The inspector took into account the views of parents and carers in the form of references and testimonials.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures she risk assesses the environment on a daily basis. She demonstrates a good understanding of the procedures to follow if she has any concerns about a child's welfare. The childminder continues to update her safeguarding knowledge through training. She has good awareness of recent changes in legislation. The childminder is very well organised. She has an extensive range of policies and procedures which she shares with parents. This is adhered to meticulously, contributing to the safe and efficient management of the setting. The childminder uses effective systems to track children's progress in their learning and development. Any gaps are promptly identified and timely interventions put in place. The childminder has used funding effectively to support children's early literacy skills.

Quality of teaching, learning and assessment is good

The childminder makes learning fun. She provides children with a wide variety of interesting activities and resources to promote their development across all areas of learning. The childminder supports children's communication and language skills very well. Children enjoy joining in with singing rhymes and games. Babies and younger children are helped to link words with actions as the childminder talks with them during activities and routines. The childminder effectively promotes early literacy skills with older children. For example, children begin to develop an understanding of the alphabet as they find their own name for registration. Children take delight in comparing the letters with those of their friends. They enjoy using their imagination and acting out their experiences in play. Children cuddle, feed and put their dolls to bed. The childminder promotes early mathematical skills. She encourages children to count and match colours and objects.

Personal development, behaviour and welfare are good

The childminder has a good understanding of children's routines, likes and dislikes from information gathered from parents when they first start. This helps children to settle quickly and increase their self-assurance. Children have very warm relationships with the childminder. They are encouraged to develop good social skills and are extremely happy and confident in the setting. Children enjoy a good range of healthy snacks and drinks. The childminder works closely with parents to support children's nutritional needs, health and physical well-being. Children enjoy playing in the outdoors. The childminder ensures children benefit from fresh air and exercise on a daily basis. Children are becoming responsible and independent in managing their own care needs. For example, the childminder helps children learn to wash their hands properly. She encourages them to put their coats away and provides simple instructions for them to follow.

Outcomes for children are good

All children are making good progress. They acquire necessary skills in preparation for their next stage in learning or school. Children are active and motivated learners. They learn about people and places in their community. Children begin to understand and manage their own feelings and are caring and considerate towards others.

Setting details

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|------------------------------------|---|
| Unique reference number | 310107 |
| Local authority | North Tyneside |
| Inspection number | 855232 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 6 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Name of provider | |
| Date of previous inspection | 5 November 2009 |
| Telephone number | |

The childminder was registered in 1993 and lives in Whitley Bay, Tyne and Wear. She operates all year round, from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-year-olds.

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